QUEENS COLLEGE BULLETIN
1971-1972

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QUEENS COLLEGE BULLETIN
CATALOGUE ISSUE 1971-72

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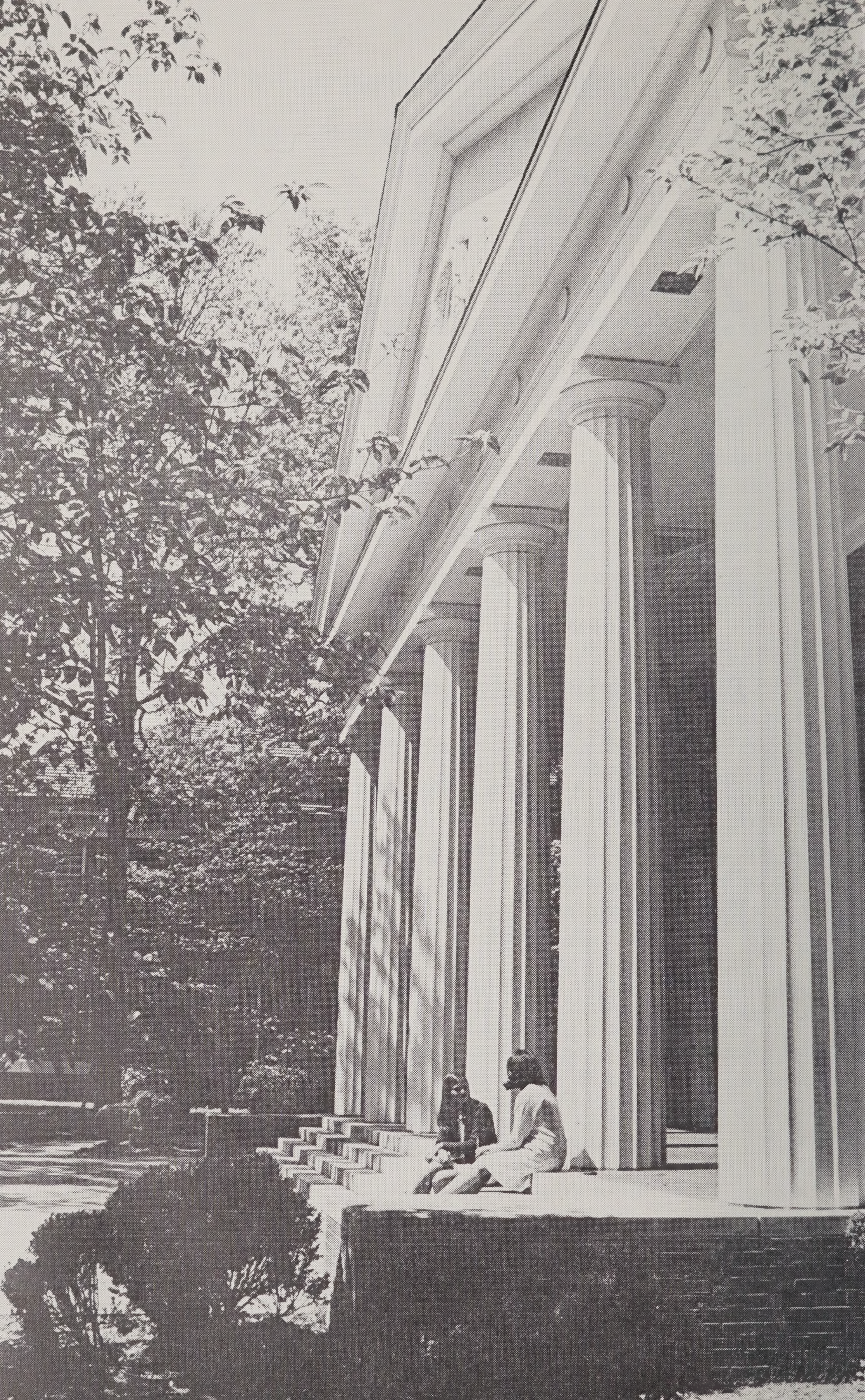
APPLICATION FORM



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GENERAL INFORMATION

THE COLLEGE

Queens is a church-related liberal arts college for women. It is located in Charlotte, North Carolina, and is accredited by the Southern Association of Schools and Colleges and the National Association of Schools of Music.

History Queens was founded in 1857 as the Charlotte Female Institute, then located on College Street near the center of the city. For five years after 1891 it was called the Seminary for Girls, and upon affiliation with the Presbyterian Church in the United States in 1896, was known as the Presbyterian College for Women. In 1912, anticipating the move to its present campus in the Myers Park residential area in 1914, it became Queens College.

That name revived pre-Revolutionary traditions, for in 1771 a group of North Carolina colonists sought a royal charter for Queens College to be located in the town of Charlotte which was named for the British queen, Charlotte of Mecklenburg. George III refused the petition, doubting the wisdom of creating an institution to perpetuate non-conformist views favored by the Scotch-Irish Presbyterians who had settled in the Piedmont. A school was chartered in 1773, however, under the unusual title of Queens Museum. During the Revolution it sympathized with the colonial cause and became known as the Liberty Hall Academy. The academy's post-Revolutionary history is sketchy, but in 1821 the Male and Female Academy Corporation was chartered to operate the Liberty Male Academy, the precursor of Davidson College, and the Charlotte Female Academy, the precursor of the Charlotte Female Institute.

Since 1930, when Queens merged with Chicora College of Columbia, South Carolina, it has been related to the Presbyterian Synods of North Carolina and South Carolina. Each synod supports the college and elects a portion of its Board of Trustees. The board, composed of business, professional, and religious leaders from the two Carolinas and beyond, holds title to the college and is responsible for Queens' total program.

Presidents

Robert Burwell 1857-1872
Robert Hett Chapman 1872-1875
Stephen Taylor Martin 1875-1878
William Robert Atkinson 1878-1891
Lily W. Long 1891-1899
James R. Bridges 1899-1911
John Livy Caldwell 1911-1916
James R. Bridges Acting, 1916-1917
Henry Clay Evans 1917-1918
William Anderson Acting, 1918-1921
William Henry Frazer 1921-1939
Hunter Bryson Blakely 1939-1950
McAlister Carson Acting, 1950-1951
Charlton Coney Jernigan 1951-1953
Herschel Hill Everett Acting, 1953-1954
Edwin Ruthven Walker 1954-1965
Edwin Ruthven Walker Acting, 1965-1967
John Edwin Smylie 1967-

Purpose

As a small church-related, liberal arts, woman's college located in a growing metropolitan community, Queens offers unique educational opportunities.

Queens understands the liberally educated person to be one who possesses the skills of learning, thought, communication, and judgment; seeks the rewards of self-discipline in a free society; and is engaged in a life-long pursuit of personal, social, cultural, and religious goals.

The Queens program seeks to develop these skills in a free educational and social context which supports personal discipline within a community characterized by scholarship and public service. The flexible course of study requires each student to develop a personal program to fulfill her aspirations, while at the same time assuring her contact with the major areas of the liberal arts curriculum, and requiring knowledge of one area in sufficient depth to provide confidence in its methods and literature. The baccalaureate degree recognizes the accomplishments of collegiate study, but it also distinguishes its holder as one of whom much is expected.

By pursuing its historic role, Queens serves the need of American higher education for specialized colleges which meet varied student preferences, particularly in the preparation of women for the full opportunities open to them in American society. Its students enjoy the benefits inherent in a college where opportunities for scholarship and leadership training are concentrated upon women. Queens' academic and cocurricular programs seek to develop the potential abilities of each student, not merely for her personal satisfaction but also for the benefit of society.

Queens claims a religious tradition which supports free scholarship and the development of the human intellect as necessary and essential religious obligations. It fosters Christian ideals by providing voluntary programs for worship, service, and nurture. It seeks students from diverse religious backgrounds and encourages voluntary personal religious commitment and responsible participation in denominational life.

As a small college Queens provides an environment in which the individual student can claim considerable personal attention, not merely in smaller classes, but also through individualized programs of study and opportunities to assume leadership responsibilities in curricular and cocurricular activities. The result is increased opportunity for personal growth and the development of lifelong friendships.

Queens is located in a growing metropolitan community in which the college and the city enrich and serve each other. Charlotte's educational and cultural wealth multiplies the human and physical resources available to Queens students, and the city furnishes a ready-made laboratory for social sciences and public service. Its growing needs challenge Queens to assist in resolving significant urban problems.

Cooperative Programs

While stressing its unique purposes, Queens participates in several inter-institutional associations which enlarge and diversify the opportunities available to its students.

Through the Charlotte Area Educational Consortium, composed of nine public and private institutions, Queens engages in student and faculty exchange programs which permit maximum use of the community's educational resources.

The college also has a junior year exchange program with Davidson College; and, during the January interim term, offers exchange opportunities with other colleges operating on the 4-1-4 academic year.

As a member of the North Carolina Educational Computing Service, Queens provides its students and faculty with the computer resources of the Triangle Universities Computer Center by direct teletype connection.

The Piedmont University Center, with which Queens is affiliated, coordinates the activities of twenty colleges and universities in North Carolina in providing visiting scholars, support for faculty research, and audio-visual resources.

In addition Queens offers special exchange programs with particular institutions including the Washington Semester at the American University for a study of American National Government in Action, the North Carolina Legislative Internship program at North Carolina State University for a study of State government, and junior year international study programs through The Experiment in International Living and The Association of United Colleges for Foreign Study and Exchange.

THE CAMPUS

Queens College is located on a large wooded campus in the Myers Park area of Charlotte and is bounded by Selwyn, Radcliffe, and Wellesley Avenues. The Georgian buildings constructed in 1914 when the college was moved to this site have been extensively remodeled and continue in use. Their architectural motif of red brick with white trim has been incorporated in the more modern buildings.

Burwell Hall

Burwell Hall, 1914, is the focal point of the campus facing Selwyn Avenue. The building, in addition to housing the administrative offices, has parlors which serve as a spacious reception area for guests and social events. Robert Burwell served as president of the Charlotte Female Institute from 1857 to 1872; and his wife, Margaret Anna Burwell, was teacher and principal.

Everett Library

Everett Library, 1960, is the center of the campus facing Radcliffe Avenue. It honors Herschel Hill Everett and his wife, Cornelia Nisbet Everett. Mr. Everett, a trustee, has served as acting president, 1953-1954; and chairman of the board, 1952-1967. The library houses the present collection of 75,000 volumes and has a potential capacity for 200,000. It is an open stack library with conference rooms, lounges, student and faculty carrels, and microfilm equipment. The large mosaic tile mural on the facade depicts the areas of knowledge available within the liberal arts college.

Belk Chapel

Belk Chapel, 1950, was a gift made to Queens by the families and associates of William Henry Belk and Dr. John M. Belk, in their honor. Greek revival in architecture, it is equipped with a 39 rank organ, seats 750, and is used for weekly chapel services.

E. H. Little Fine Arts Center

The E. H. Little Fine Arts Center, 1966, contains the Suzanne Trezevant Little Recital Hall, the Charles A. Dana Auditorium, studios, practice rooms, and classrooms for music and drama. Convocations, concerts, recitals, plays, and lectures are scheduled in the auditorium, which seats 1,000. Major donors of this facility were E. H. Little and Charles A. Dana.

Dana Classroom Building

The Dana Classroom Building, 1961, honors Charles A. Dana, a generous benefactor of Queens College, and contains a large lecture hall, a language laboratory, classrooms, and seminar offices designed for small, informal classes.

Walker Science Building

The Walker Science Building, 1966, with its laboratories, classrooms, and research facilities for biology, chemistry, and physics, honors Dr. and Mrs. Edwin R. Walker. He is Queens' former president and chancellor.

McEwen Hall

McEwen Hall, 1914, was renovated in 1967 to provide 20 spacious classrooms and a number of faculty offices. It is named for Dr. Mildred Morse McEwen, alumna and professor emeritus of chemistry.

Morrison Hall

Morrison Hall, 1927, is named for its donor, Mrs. Cameron Morrison, and includes a large dining hall, kitchen, auxiliary rooms, and dormitory facilities.

Jernigan Student Center

Jernigan Student Center, 1914, was completely renovated in 1963. It comprises the post office, bookstore, snack shop, lounges, and offices for student government and student publications. Charlton Coney Jernigan was president of Queens from 1951 to 1953.

Ovens Physical Education Building

Ovens Physical Education Building, 1954, includes a large gymnasium, classrooms, a dance studio, and an Olympic-size swimming pool. David Ovens, business executive and merchant, was a Queens trustee and benefactor.

Carol Hall

Carol Hall, 1957, was the gift of Irwin Belk, Queens trustee, and is named in honor of his wife, Carol Grotnes Belk. Located on Queens Road, this handsome private home was remodeled and now houses the art department and exhibition galleries.

Tillett, Blair, Stultz Buildings

Two other academic buildings are called Blair and Stultz. They are named respectively for Dr. Elizabeth H. Blair, former dean of instruction; and Mr. and Mrs. W. Z. Stultz, donors. The Tillett Building, named for Miss Laura A. Tillett, professor emeritus of English, is being used for administrative purposes.

Irwin-McKay Infirmary

The Irwin-McKay Infirmary, 1958, was the gift of Thomas M. Belk and his wife, Katherine McKay Belk, honoring Dr. John R. Irwin, Dr. Hamilton W. McKay, and Dr. Henderson Irwin. It provides 12 hospital beds, rooms for consultations and treatment, and quarters for resident nurses.

Residence Halls

Long and Watkins, 1914, house 72 students each, and are named for Miss Lily W. Long, who served the college for half a century and was herself president from 1891 to 1899; and for Miss Mildred C. Watkins, member of the faculty from 1895 to 1909.

Belk, 1954, (88 students), honors the late Mrs. William Henry Belk, alumna, trustee, and benefactor; it was a gift to Queens from Mrs. Belk's children.

Harris, 1960, (140 students), honors James J. Harris, vice-chairman of the Board of Trustees, and his wife, Angelia Morrison Harris.

Wallace, 1962, (108 students), honors Mr. and Mrs. J. M. Wallace and family. Mrs. Wallace was an alumna, and J. Mason Wallace, Jr., is a college trustee.

Albright, 1964, (142 students), is named in honor of Miss Thelma Albright, formerly dean of students, and a long time faculty member at Queens.

Barnhardt, 1965, (142 students), honors Mr. and Mrs. William H. Barnhardt; Mr. Barnhardt is a member of the Board of Trustees.

Other Buildings

The campus includes three duplex lodges for sororities, a continuing education building, a power plant, and maintenance shops. Several college residences are adjacent to the campus.

STUDENT LIFE

Queens College is aware that a major part of a student's education takes place outside the classroom in day-to-day living experiences and campus activities. Through group participation and interaction the student comes to know herself as an individual, to realize her potential, and to be a creative member of the college community. To stimulate this process the college seeks a diversified student body representing varied religious, racial, economic, and geographic backgrounds and interests. It also encourages student initiative and responsibility through student government, the honor system, organizations, and activities, and social and special events.

Student Government

Queens considers experience in self-government essential to the development of student freedom and responsibility. The stated purpose of the Student Government Association is: to foster self-government, to administer rules of government, to enact legislation governing student life, and to carry out the program of student activities.

Every student is a member of the Student Government Association and is expected to uphold the regulations and standards of this governing body.

Honor System

Each Queens student commits herself to responsible membership in a community which places high value on mutual trust and honor. The Honor System provides the basis for all college regulations. Its three fundamental principles are: that a student shall be truthful; shall respect the property of others; and be honest on tests, examinations, term papers, and all work assigned by teachers.

Religious Life

Queens College is related to the Presbyterian Church in the United States and seeks to develop a sense of religious concern as a vital part of personal growth. There are weekly chapel services; vesper programs; dormitory devotions; and lectures in theology. Queens Christian Association sponsors Faculty Firesides and a coffeehouse which afford students and faculty an opportunity to discuss informally vital issues.

Social Life

Queens students enjoy a well-balanced social life. The Student Government Association, the Recreation Association, and the sororities plan numerous campus activities including weekend events, sports competitions, dances, and special occasions arranged with nearby colleges for men.

The location of the college allows students to share the learning resources and cultural advantages of a metropolitan area. Through special arrangements with local organizations, students attend symphony concerts, operas, and dramatic presentations as a part of their college program. The geographic location of the college also places both the beaches and the mountain ski slopes within easy access to the Queens students.

Honors and Awards

Students who exhibit outstanding qualities of leadership and scholarship receive recognition through a number of honors and special awards. In addition to membership in the campus honorary organizations, there are the special scholastic honors of Dean's List, Commencement Marshals, and graduation with honors. Each year approximately 15 seniors are named to *Who's Who Among Students in American Universities and Colleges.* One member of each graduating class receives the Algernon Sydney Sullivan Award in recognition of her service to others. Numerous campus groups give awards at the annual Awards Day convocation.

Placement Service

The placement service offers a large assortment of material on jobs and careers with numerous companies and school systems. The staff will assist students in trying to find full-time employment or summer employment. Students are welcome to visit and examine the placement materials.

Lectures, Concerts, and Special Events

Lectures, concerts, recitals, films, exhibits, and special events enrich the program at Queens. The Public Events Committee schedules a balanced series of lectures and visiting artists each term. Guest speakers often spend several days on campus for formal lectures, class visits, and informal meetings with students. Faculty recitals are a part of the music program of the college.

Traditional events such as the Boar's Head Christmas Dinner the Yule Log Ceremony, Parents Weekend, Dolphin Club Wate Show, and May Day highlight the year.

Programs sponsored by off-campus groups are frequently scheduled at Queens and are open to students.

Visiting Artists and Groups 1970-71

BRAZILIAN FOLK DUO, "Los Indios Tabajaras"

THE CHAPEL HILL GLEE CLUB

GERALD GOODMAN, Troubador-Harpist

FEDORA HOROWITZ, Pianist

THE MUNICH CHAMBER ORCHESTRA

JANET PUMMILL, Pianist

EUGENE and JANET SCHWEIGER, Cellist and Pianist

ANTHONY SMETONA, Pianist

GEORGIO TOZZI, Baritone, Metropolitan Opera

THE UNIVERSITY OF GEORGIA SINGERS

Guest Lecturers 1970-71

KENNETH ADAM, Danforth Lecturer; former director of the British Broadcasting Corporation; visiting lecturer at Temple University

HENRY D. AIKEN, Professor of Philosophy, Brandeis University; Piedmont University Center Visiting Scholar

J. ARCH AVARY, JR., Executive Vice-President for the Trust Company of Georgia Associates; past president of Georgia Division of American Cancer Society

MARY FRANCES BERRY, Black Studies Department of the University of Maryland; Piedmont University Center Visiting Scholar

EUGENE CARSON BLAKE, General Secretary of the World Council of Churches, Geneva, Switzerland

PATRICIA CARBINE, Editorial Director of MCCALL'S magazine

WILLIAM SLOANE COFFIN, JR., Chaplain, Yale University

ROBERT J. HARRIS, James Hart Professor of Government and History, University of Virginia; Piedmont University Center Visiting Scholar

Eleanor Hicks, State Department Officer; U. S. Foreign Service Officer with Bureau of East Asia and Pacific affairs, State Department.

Elizabeth Duncan Koontz, Director of the Women's Bureau, U. S. Department of Labor; U. S. delegate to U. N. Commission on the Status of Women

J. Frank McCormick, Associate Professor of Botany, University of North Carolina at Chapel Hill

Frank J. McEwen, Danforth Lecturer; Artist and Museum Director; expert on African Art

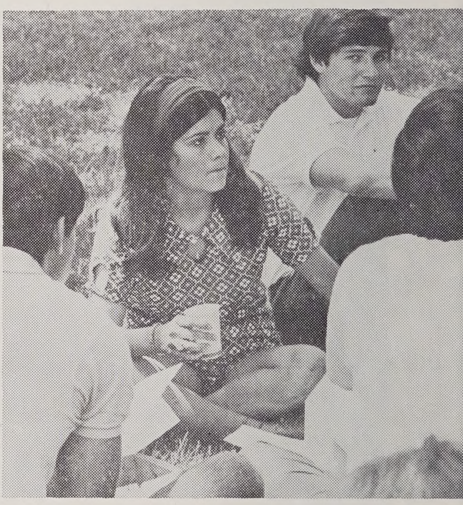
Herbert Marshall, Producer-Director of Cinema and Television; currently Director of Center for Soviet and East European Studies, Southern Illinois University

Kate Millett, Leader of Women's Liberation Movement; Author of *Sexual Politics*

Ross Perot, Texas Millionaire-Philanthropist

George K. Schweitzer, Professor of Chemistry, University of Tennessee; Piedmont University Center Visiting Scholar

To Main Terminal
Baggage Claim ·
Ticket Counters
Taxis·Car Rentals



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ADMISSIONS

REQUIREMENTS

Queens seeks students from differing cultural, economic, racial, religious, and geographical backgrounds, and encourages qualified high school graduates to apply for admission. In evaluating an application, the Committee on Student Qualifications considers the quality and amount of college preparatory work, test scores, recommendations concerning the applicant's character and personality, and the student's own stated objectives.

Admissions counselors visit many secondary schools during the year and are often available for conferences with prospective students and their parents.

Alumnae admissions representatives are prepared to talk with students in their geographic areas.

Subject Preparation

Students expecting to attend Queens College should take a strong academic high school program leading to a secondary school diploma and including 16 units of college preparatory subjects. Well-qualified students with fewer than 16 academic units are given consideration.

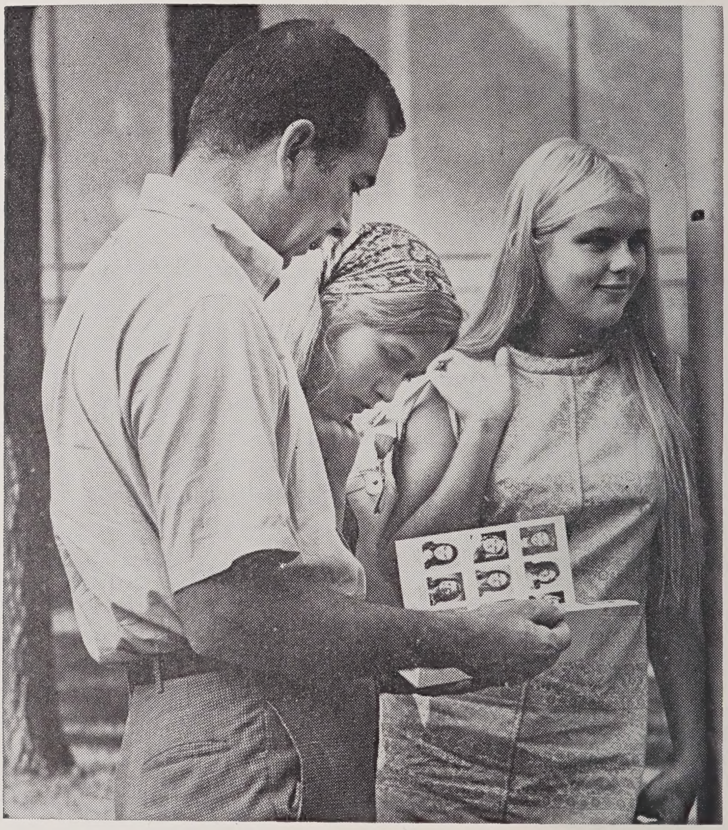
The college suggests for admission: English (4 units), algebra (2 units), and geometry (1 unit). Other academic courses should be selected from the natural sciences, foreign languages, history, and additional courses in mathematics or literature. Queens prefers that the applicant take as many years of one foreign language as her school offers.

Admissions Plans

Applications may be submitted under the Early Decision Plan (preferably before December 1), or under the Regular Decision Plan (preferably before April 1). For the well qualified student, the Early Decision Plan reduces the necessity of filing multiple applications for admission; it also lessens the anxiety regarding acceptance by the college of her first choice.

Test Requirements

Queens requires all applicants to take the Scholastic Aptitude Test (SAT) and the English Composition Achievement Test during their senior year in high school, unless they apply under the Early Decision Plan, in which case junior year scores will be accepted. Applicants under the Early Decision Plan will be considered without an English Composition Achievement score but will be required to submit their score prior to matriculation if admission is offered. It is recommended that all applicants also take a foreign language achievement test. The results of these achievement tests will be used for purposes of academic advising and placement after the student is offered admission and arrives on the campus. Applicants wishing to take these tests should register with the College Entrance Examination Board one month before the announced examination date. Further information may be obtained from high school counselors or principals or the College Entrance Examination Board, Box 592, Princeton, New Jersey 08540; Box 1025, Berkeley, California 94701; or 625 Colfax Street, Evanston, Illinois 60201.



PROCEDURES

Entrance Procedures

These procedures are to be followed by all students applying for admission:

1. An application for admission may be obtained from the admissions office or from an admissions counselor. An application is also included in the college catalogue. The applicant should complete and return to the college the application and a non-refundable $15 fee in the case of Regular Decision. This should be done in the fall of the applicant's senior year of high school and preferably no later than April 1 of the year of expected entrance. Applicants under the Early Decision Plan agree to apply only to Queens College until a decision has been rendered. The application deadline for early decision (for which there is no application fee) is December 1, prior to the year of expected entrance. An applicant desiring scholarship or loan assistance should indicate her need when applying. Further details regarding financial aid are explained in this catalogue in the section on financial information.

2. The applicant should request the College Entrance Examination Board to send the results of her tests to Queens College.

3. The Committee on Student Qualifications will review each applicant's credentials, and a decision will be rendered by February 1 in the case of early decision, and by May 1 in the case of regular decision. If a specific early decision of acceptance or rejection is not made by February 1, the college agrees to notify the candidate that her application will be guaranteed unbiased consideration under Queens College's Regular Admission Plan and agrees to free the candidate to apply to other colleges.

4. Following notification of acceptance, the applicant is required to make an initial deposit of $150 ($50 for commuting students) to reserve a place in the entering class. This deposit should be sent to the college as soon as possible and no later than February 1 (Early Decision) or May 1 (Regular Decision). The deposit is credited to the total fees for the year and is non-refundable.

5. Honor Code, Personal Data, and Health forms, which should

be completed and returned to the college, will be mailed to the applicant with the notification of acceptance.

6. Enrollment at Queens College is contingent upon receipt of a satisfactory health report following notification of acceptance and the satisfactory continuation of the applicant's citizenship and academic work through the completion of the school year. Applicants undergoing psychiatric care or psychological counseling at time of matriculation will receive special consideration.

7. An applicant should promptly report any change of address, transfer to another secondary school, or intention to withdraw her application.

8. Detailed information concerning rooms, orientation, and the date of arrival on campus will be sent during the summer.

Campus Visits

Although a personal interview is not required, Queens encourages the prospective student and her parents to visit the campus. The admissions office is open Monday through Friday from 8:30 a.m. until 5:00 p.m. throughout the year, and on Saturdays from 9:00 a.m. until 12:00 noon from September through May. Candidates should write; or phone (704-332-7121 Ext. 212) for an appointment.

Advanced Placement

Students who have completed college level work in secondary school should take Advanced Placement tests administered by the College Entrance Examination Board in the field of study. Queens will give advanced placement and course credit automatically if the student scores either 4 or 5 on such tests. Advanced placement will also be granted for a score of 3 but the decision on amount of credit, if any, will be made by the dean of the college in consultation with the department concerned.

Advanced placement in English is given only for literature courses. Exemption of the composition course, Research Writing Skills, is based on an examination administered by the college during Orientation Week.

Advanced placement will be granted for acceptable achievement on examinations taken at Queens in the departments of biology, foreign language, and music at the beginning of the fall term.

Students are responsible for requesting advanced placement and/or credit prior to completion of registration for the first term at Queens by getting in contact with the director of admissions or dean of the college.

Transfers from Other Colleges

Transfer applicants must have a good scholastic record in the college from which they wish to transfer and must present transcripts of all college work, credits earned in secondary schools, and a statement of good standing from the colleges attended. Credit will be transferred for those courses in which the student has made a grade of C or higher.

The transfer student should use the same entrance procedures as the first year student. These procedures are outlined earlier in this section.

Readmission of Former Students

A student who has withdrawn in good standing and who subsequently wishes to return to the college must apply for readmission. To do so she should write the director of admissions giving her reasons for wishing to return and submitting transcripts of all work undertaken at other institutions.

Additional information will be requested as needed. The Committee on Student Qualifications will consider the former student's request and notify her of its decision.

Special Student Status

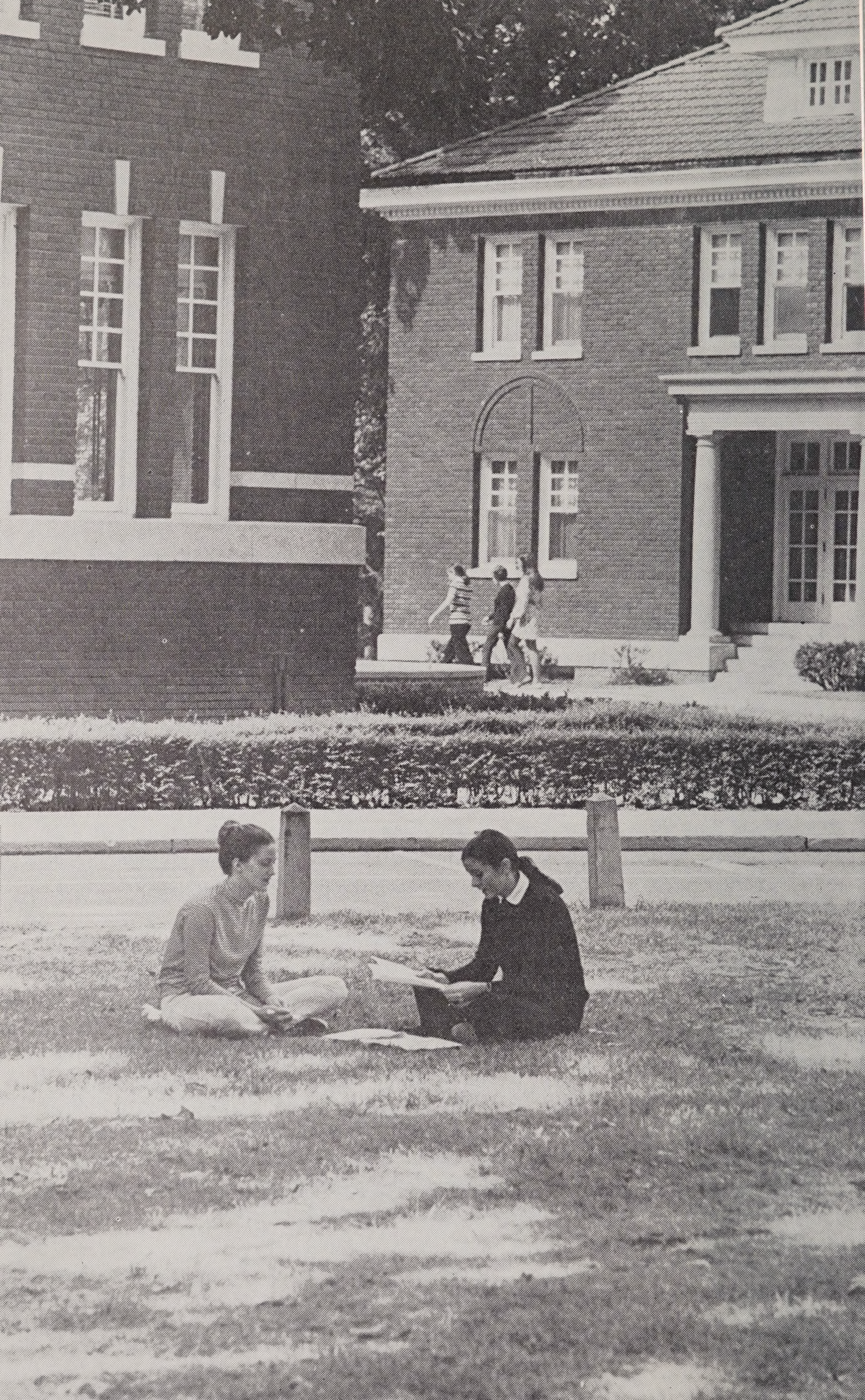
The college admits as special students commuting students who are not candidates for a degree. In general, these students must meet the usual admission requirements. For specific details, applicants should confer with the dean of the college.

Teacher Certification

Persons with bachelor degrees seeking teacher certification are expected to complete at least 12 credits of work at Queens before registering for student teaching (Education 442, 444).

Orientation

Prior to fall registration there is an orientation program at which attendance is required of all new students. This program acquaints students with the academic and social phases of college life, and introduces them to the community in which they will live for four years. Freshmen meet their academic advisors, roommates, and upper-class student advisors and visit points of interest in the city of Charlotte.



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FINANCIAL INFORMATION

GENERAL AND SPECIAL FEES

Fees While the Board of Trustees reserves the right to adjust the fee schedules at Queens at any time, the following fees have been established for 1971-72.

The comprehensive fees for regular full time students registered for 12 or more semester hours cover the three terms in the academic year.

Resident Students Comprehensive Fee for 1971-72 $3,000.00

Includes tuition, infirmary, and other services, double room dormitory accommodations, and meals in the college dining room except during Thanksgiving recess, Christmas vacation and spring recess when the dining room and dormitories close.

Commuting Students Comprehensive Fee for 1971-72 $1,600.00

Includes tuition, infirmary, and other services.

Student Activities Fee For resident and commuting students $70.00

Part-Time Student Fees Students registered part time (for more than two major courses totaling seven to eleven credit hours) pay tuition at $55 per credit hour and the student activity fee.

Part-time students registered for six credit hours or less do not pay the student activity fee.

Special Fees For certain services the college charges additional fees.

Non-refundable Application Fee	$ 15.00
Late Registration Fee	15.00
Post-registration Course Change Fee	3.00
Diploma Fee, including rental of cap, gown and hood	15.00
Transcript Fee	1.00
Placement Dossier Fee	1.00
Single dormitory accommodation (per year)	150.00

In lieu of the contingency fee, the college reserves the right to assess students for any unnecessary property damage.

Course Fees for Terms I and III

Art	
Studio Fees	$15.00-25.00
Education	
Student Teaching (442, 444)	40.00
Physical Education	
Bowling	15.00
Golf	12.00
Horseback Riding	60.00

Applied Music	Full-Time Students	Part-Time Students
Weekly, half hour private music lesson	$37.50	$60.00
Additional weekly, half hour private music lesson	no charge	42.50
Practice studio rental	5.00	12.50
Instrument rental	5.00	12.50
Organ practice	10.00	18.50

A separate fee schedule for the non-college applied music program may be obtained from the department of music.

A schedule of fees for Term II will be announced before registration day.

REGULATIONS REGARDING PAYMENTS

Upon signing the application for admission, the parent or guardian, or the applicant if not a dependent, accepts as binding and contractual all fees and regulations set forth in the catalogue.

Payment for Academic Year

All fees for the academic year are charged at the time of registration at the beginning of the first term. Payments must be made for the full year or alternate arrangements made with the treasurer to pay the account according to a deferred payment schedule.

Fees for Attending One Term

Students registering for one term only are charged fees for that term.

General Information Concerning Fees

A student is not permitted to attend classes or take final examinations until satisfactory arrangements have been made to meet all financial obligations. Diplomas, certificates, and transcripts are granted only when the students' accounts have been paid in full. Where a note is proffered, it is accepted with the understanding that the account is not considered settled until the note is paid.

No discount or scholarship award may be applied against the $150 initial payment.

Students who withdraw from the college during the academic year on their own initiative will be charged for the full term during which they withdraw. Students suspended by the college for other than academic reasons are responsible for paying fees for the full year.

All payments and communications concerning business transactions should be addressed to the treasurer, and checks should be made payable to Queens College.

Deferred Payment Schedule

The college offers the following deferred payment schedule for students registered for 1971-72:

Dates Due	Resident Student	Commuting Student
May 1 —New Students, Non-refundable Reservation Deposit	$ 150.00	$ 50.00
May 31—Returning Students, Non-refundable Reservation Deposit	150.00	50.00
September (on entrance)—General Fee	1,050.00	625.00
Student Activity Fee	70.00	70.00
November 10—General Fee	600.00	310.00
January 10—General Fee	600.00	310.00
March 10—General Fee	600.00	305.00

Education Funds, Inc.

Queens participates in the program of Education Funds, Inc., Providence, Rhode Island 02901. This organization specializes in financing education so that parents who wish may meet academic expenses through monthly payments rather than in a few large payments. Education Funds, Inc. pays the student's tuition and other fees for the year and parents repay in ten monthly installments.

OTHER EXPENSES

Books and Miscellaneous

The cost of books and supplies varies with the courses taken, but the average expense is $100 a year. A substantial amount should be on hand at registration.

Non-College

Non-college expenses such as travel, clothing, entertainment, and incidentals vary according to individual student needs. Students entering social and honorary sororities incur additional costs for initiation, dues, and special assessments.

Laundry

Laundry is not included in the general fee. The college offers facilities for handling laundry efficiently and economically at the expense of the student. Student linen service is available for anyone wishing service deliveries to the dormitories once a week. Coin operated washing machines and driers are provided for students to do their own laundry.

Student Property

The college exercises every precaution to protect student property but it is not responsible for any loss which may occur.

Health Service

The college maintains an infirmary where graduate nurses are on duty and where the college physician holds clinics twice a week. Fees for special visits and consultation outside of the clinic hours, as well as the cost of special medicine, are paid by the students. If the physician recommends hospitalization, all expenses are paid by the student.

FINANCIAL AID

Financial assistance is available at Queens College for students of ability who have special financial needs. Every effort is made to assist as many qualified students as possible with the limited funds which are available through programs supported by the federal government and the college.

Types of Assistance

Assistance awards are normally made up from funds drawn from one or several of the following programs.

Federal Programs

The College Work-Study Program assists qualified students of demonstrated need to meet their educational expenses through employment by working up to 15 hours per week at a specified hourly rate.

The National Defense Student Loan Program permits students in good standing to borrow as much as $1,000 a year (not to exceed $5,000) to underwrite their education. Repayment begins nine months after the borrower ceases to be a full-time student and may extend over a period of ten years. These loans bear a 3% annual interest rate. If the borrower becomes a full-time public school teacher, up to half of the loan may be forgiven at the rate of 10% for each year of teaching. Teachers of underprivileged children may qualify for cancellation of the entire loan obligation at the rate of 15% for each year of teaching. A borrower serving in the Armed Forces, the Peace Corps, or Vista may defer payment up to three years.

Educational Opportunity Grants are available to a limited number of undergraduate students with exceptional need. These grants range from $200 to $1,000 a year and may make up one-half of a recipient's total assistance program.

The Guaranteed Loan Program permits students from middle or upper-income families to borrow from a bank or other financial institution, with a federal government guarantee of repayment, as much as $1,500 a year. Terms of the loan and of guaranteed interest arrangements may be obtained from participating banks or state agencies in the state where the student resides. The name and address of the certifying agency may be obtained from the college Admissions Office.

Queens Programs

College Grants are available to full-time degree candidates with exceptional need. The amount of the grant is determined by the financial need of the student. Upperclassmen must maintain a 1.000(C) cumulative quality point average to maintain eligibility.

Queens Scholarships are awarded annually to approximately 20 of the most outstanding applicants for first-year admission to the college. These students are designated Queens Scholars. They are selected on the basis of very high academic ability and unusual promise as to personality, character, and leadership potential. The program includes a freshman seminar designed to help the student develop her capacity for scholarship.

Dana Scholarships are available to sophomores, juniors, and seniors with superior academic records and demonstrated leadership capacities in the college and community. Approximately 15 students from each of the three upper classes are annually chosen for these awards which range from $100 to a maximum of $1,900, depending upon established need.

Departmental Scholarships of varying amounts are available to a limited number of students with outstanding achievement in specialized areas. These awards are granted on the recommendation of the department concerned. Recipients are chosen on the basis of academic background, achievement, and promise and may receive awards up to $1,600. Departmental Scholarships are presently available in the areas of biology, chemistry, and music.

A National Merit Scholarship is offered each year to one National Merit finalist who desires to attend Queens.

Remission of Tuition in the amount of $350 is available to children of ministers of the Presbyterian Church, U. S., in the Synods of North or South Carolina.

Scholarship and Grant Regulations

All financial aid programs are administered by the director of student aid on behalf of the faculty Committee on Student Qualifications. In awarding financial aid, the following criteria are considered:

1. Demonstrated ability and seriousness of purpose.
2. Financial need as determined by the College Scholarship Service.
3. The applicant's intent to graduate from Queens.

Students receiving aid under certain programs are expected to assume particular obligations and responsibilities. The recipients of college grants, Queens Scholarships, Dana Scholarships, Departmental Scholarships, and College Work-Study Awards are assigned weekly work responsibilities at the college. Such responsibilities are based on the amount of aid received and the needs of the college.

Recipients of college grants and scholarships are expected to complete their baccalaureate program at Queens.

Recipients of financial aid awarded more than token grants may not have automobiles while they are students at Queens College.

Queens reserves the right to review a student's financial aid program and modify amounts granted by the college should the student receive financial aid from other sources after Queens' program has been offered.

In order to qualify for a college grant, an applicant must have been admitted to the college as a full-time degree candidate; or, if an upperclassman, be a full-time student with at least a 1.000 (C) cumulative quality point average.

Recipients of financial aid must reapply for assistance each year. Renewal of aid programs is not automatic.

Recipients of financial aid who withdraw during the school year will have their financial aid programs prorated according to the regulations governing withdrawal.

Application Procedures

To apply for financial assistance, an entering student must complete the Queens College Application for Financial Aid and return it to the Admissions Office, Queens College, Charlotte, North Carolina 28207. Incoming students must also complete the Parents' Confidential Statement and submit it to the College Scholarship Service, P. O. Box 176, Princeton, New Jersey 08540. Parents' Confidential Statement forms may be obtained from the applicant's high school guidance office, College Scholarship Service, or the Queens Admissions Office.

Returning students seeking financial aid must maintain a 1.000 cumulative quality point average, retain good standing at the college, and apply annually. The Parents' Confidential Statement and the Queens Application for Financial Aid must be submitted each year so awards may be based on current analysis of financial need.

Application for financial aid must be submitted by February 1 by both entering and returning students.

Named Scholarships

Scholarship funds have been established by friends of Queens College in honor of the following persons, groups, and businesses. Proceeds from these funds underwrite a portion of the college's grant program.

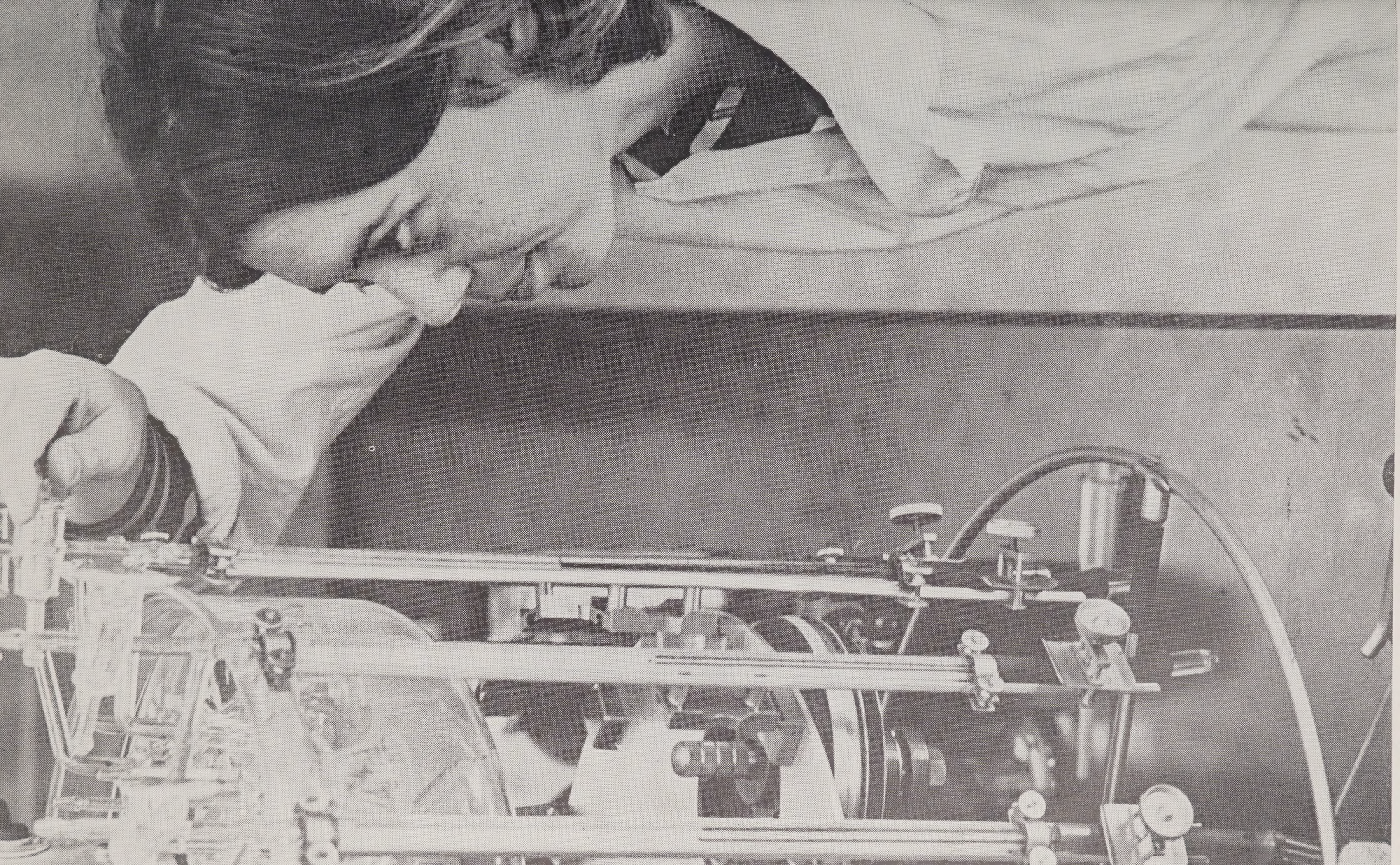
Mrs. F. T. Appleby
Robert C. and Sadie G. Anderson
Katherine Cramer Angell
Mr. and Mrs. William H. Barnhardt
The Belk Brothers
The Ann Everett Belk
Mary Henry Belk, Memorial
Dr. Andrew Blair, Memorial
Elizabeth Blair, Memorial
Dorothy Brown
Sara Doll Burgess
Samuel C. and Wilhelmina C. Byrd
Mr. and Mrs. Martin L. Cannon
Sallie McAlister Carson
Charlotte-Mecklenburg Alumnae
Charlotte Music Club
The Charlotte Observer
The Charlotte Panhellenic Congress
Pattie Morris Cole
Katie Moore Rankin Cunningham
Mr. and Mrs. J. H. Cutter
Selene Hutchison Dalton
Dalton-Hutchison, Memorial
Charles A. Dana
Dorsett-Johnson
Eloise Butt Dowd
W. Carey Dowd, Jr.
Dr. and Mrs. R. A. Dunn
The Efird Brothers
The Frazer Foundation
Mr. and Mrs. Peter S. Gilchrist
Mrs. A. D. P. Gilmour
Jane Parks Grey
Jane Rea Grey
Lula Jane Grey
W. M. and Kate Cleveland Hagood
Minnie Olive Harry, Memorial
Betty Hutchison
C. E. Hutchison
Susan Nye Hutchison
Mr. and Mrs. J. B. Ivey
Jerry Jernigan, Memorial
C. W. Johnston
Emma Lilian Keigwin
W. S. Lee, Memorial
The Lethco Memorial
Lily Long (Alumnae)
Joe and Emily Lowe
W. T. McCoy, Memorial
Emma Gold McPheeters
Ettie Aydlett Minor
Kathreen M. Minor
W. T. Minor, Sr.
Charles E. Neisler, Memorial
Gertrude M. Norman
Mr. and Mrs. J. M. Oldham
Mr. and Mrs. David Ovens
Piedmont Club Foundation
Presser Foundation
Laura Janette Quattlebaum
Quota Club of Charlotte
Eloise Rankin

Abbie Tuttle Robinson
Mr. and Mrs. Frank O. Sherrill
Mr. and Mrs. J. Luther Snyder
Loma Squires
Charles H. and Clara McKay Stone
Mr. and Mrs. R. L. Stowe
W. Z. Stultz
J. D. Swinson
Ufford-Northrop
Mary Lance Van Every

Named Loan Funds

The following loan funds have been established by friends of the college.

Albert Grady Harris
Lily Long, U. D. C.
Mackorell
Panhellenic
James T. Porter
Signers Chapter of D. A. R.



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THE ACADEMIC PROGRAM

DEGREE REQUIREMENTS

Degree Programs

Queens College offers three degree programs: the bachelor of arts, the bachelor of science, and the bachelor of music. Areas of concentration for the bachelor of arts include art, biochemistry, biology, chemistry, economics, English, French, German, history, Latin-American studies, mathematics, music, philosophy, political science, psychology, religion, Russian studies, sociology, and Spanish.

Areas of concentration for the bachelor of science include biochemistry, biology, and chemistry.

The bachelor of music degree offers concentration in applied music (piano, voice, organ, strings, or other instruments), in music education, and in piano pedagogy.

Degree Requirements

Required for a degree is a minimum of 114 credit hours in academic courses with a cumulative quality point average of 1.000 in all work taken at Queens College and in all work in the chosen field of concentration. Also required is a minimum of four non-academic credit hours in physical education. At least 36 credit hours must be in courses of the 300 level or higher. Every degree candidate must complete at least 27 hours of her academic program at Queens College and must spend her last year at Queens College or in a Queens approved program.

Though the college makes every effort to counsel the student in planning a program and selecting courses of study, the student is finally responsible for fulfilling all requirements for a degree.

Educational Program

The educational program leading to a degree is composed of four interrelated parts: a field of concentration; a program of distributed requirements; a program of elective hours; and a program of physical education.

Field of Concentration

The purpose of a field of concentration is twofold: to give the student the opportunity to go far enough into a field to achieve some mastery of it; and to enable her to acquire knowledge, skills, and attitudes which may help make her effective in her vocation. Working with her freshman-sophomore advisor, the student will begin to plan her field of concentration in one of three directions: a departmental, an interdepartmental, or a self-structured area of concentration.

The self-structured concentration is developed by the student in consultation with her advisor, the chairmen of related departments, and the dean of the college. It might include courses in two or more departments, work taken at other colleges, and an internship off campus. It offers the student an opportunity to tailor her own academic program to meet particular intellectual interests and vocational objectives.

Bachelor of Arts and Bachelor of Science

A major concentration for the bachelor of arts degree shall consist of no fewer than 30 credit hours and for the bachelor of science degree no fewer than 32 credit hours. No more than 40 hours in the major department shall be required for the concentration. A student may, however, at her own initiative take more than 40 hours in her major department. Language proficiency at the intermediate level is also required for the bachelor of science degree. Specific requirements in areas of concentration are stated in each department heading in the course descriptions.

Bachelor of Music

In the bachelor of music program, the concentration consists of no less than 73 hours in music under the applied music concentration; no less than 70 hours in music under the piano pedagogy concentration; under the music education concentration at least 50 credit hours are in music courses with no less than 14 credit hours of work in an applied major performance area and four credit hours of work in an applied minor performance area.

Distributed Requirements

The distributed requirements, totaling at least 33 hours, assist the student in developing a program of study which will be widely representative of liberal arts studies. With one exception (Area I) these courses may be taken at any time during the student's years of attendance.

Area		NUMBER OF COURSES (3 CREDIT HOURS OR MORE)
I.	Research Writing Skills (taken in freshman year unless exempt)	1
II.	French, German, Russian, Spanish or Mathematics	2
III.	History, Philosophy, Religion	2
IV.	Biology, Chemistry, Physics, Interdisciplinary Science I and II	2
V.	Economics, Political Science, Psychology, Sociology	2
VI.	Art, Literature, Music	2

A student may take any two courses in areas II-VI, and is advised to investigate as many disciplines as possible within the framework of these distributed requirements and through elective courses.

Elective Hours

In consultation with her faculty advisor the student chooses elective hours to complete the hours required for graduation. Electives give an opportunity to explore new fields and to gain further breadth or more depth in non-major areas. They also afford an opportunity to study in fields which directly support the program of concentration.

Physical Education

All candidates for degrees must complete four non-academic credit hours in physical education with a grade of S (satisfactory). One hour is given for each term of participation. These four courses must be taken by the end of the junior year. No specific course is required.

Students requesting exemption from physical education activities for medical reasons must make such requests through the college physician and have approval of the dean of the college. Chronic conditions which would warrant exemption are to be noted on the student's medical examination form for review by the college physician.

Teacher Education

A teacher's certificate, either at the early childhood, intermediate, or secondary school level, may be secured with the bachelor of arts or bachelor of science degrees. Teacher certification is also possible under the bachelor of music program.

Three Year Degree Program

While degree programs generally extend over a four year period, a Queens College student may complete a degree program in three years. The Three Year Program would involve attendance at three May Terms or summer sessions. Courses taken during the summer could be reduced if the student took extra courses during the three regular academic years.

The Three Year Program could be arranged as follows:

	TERM I (Fall)	TERM II (January)	TERM III (Spring)	MAY TERM AND SUMMER SESSIONS
		Suggested Distribution of Credit Hours		
1st Year	14	3	14	9
2nd Year	14	3	14	9
3rd Year	14	3	14	3
	42	9	42	21 = 114

ACADEMIC REGULATIONS

Registration

Students are expected to register for course work at the time specified each term. Registration after the scheduled time subjects the student to a $15 fee. No registrations are permitted after the first week of classes.

A student may change her registration prior to the Friday of the first week of classes. Any change thereafter is considered a withdrawal. The class-change fee is $3 for each class dropped, as well as for each class added.

Term Load

The academic year consists of two 12 class-week terms (I and III) and interim term (II) of four class weeks. The normal load for all students is from 12 to 14 credit hours in Terms I and III and three to four credit hours in Term II. Under certain circumstances the dean of the college may allow a program of as few as nine hours. Any student wishing to take less than 12 or more than the 14 hour maximum in Terms I and III or more than four hours in Term II must obtain permission from the dean of the college.

Grades and Quality Points

Graduation requirements are based on both the quantity and quality of the student's work. Queens uses the following system of grades and quality-point value per credit hour:

GRADE	INTERPRETATION	QUALITY-POINT VALUE
A	Superior	3
B	Good	2
C	Satisfactory	1
D	Poor	0
P	Pass	0
F	Failing	-1
WF	Withdrew Failing	-1
WP	Withdrew Passing	no effect on quality points
E	Conditional Failure	becomes D or F after reexamination
I	Incomplete Work	may become A to F upon completion

Grades in physical education are S (satisfactory) or U (unsatisfactory).

A grade of E or I automatically becomes F if the student fails to take or pass a reexamination or fails to make up incomplete work satisfactorily. These grades must be removed by the end of the first full week of regular classes of the next term.

Grade reports are sent to parents or guardians at the end of each term. Mid-term reports are issued in Terms I and III to indicate special difficulties in course work. Only term grades are permanently recorded.

Pass/No Record During each academic year at the college a student may enroll on an ungraded basis (Pass/No Record) in two courses. These courses do not include those designated P/NR for all students. Courses selected by the student to fulfill the Distributed Requirements may be taken P/NR. Some courses specifically designated and those in the student's area of concentration may not be taken P/NR. P equals a grade of C or above; NR equals a grade of D or less. Courses taken for P/NR are not counted in the calculation of the student's quality point average.

Courses to be taken for P/NR must be designated and approved by the student's advisor before the end of the mid-term plus two weeks during Terms I and III and before the end of the mid-term plus three days during the short term. This information is to be given to the registrar by the student, and the registrar will notify the instructor of the P/NR decision. If a P/NR course is chosen and is later included in the field of concentration, the course must still count as P/NR.

Class Standing Students following a degree program and carrying the required term load are granted class standing according to their credit hours and quality points.

	MINIMUM CREDIT HOURS	MINIMUM QUALITY POINTS
Sophomore	24	18
Junior	54	48
Senior	90	84

Students who are non-resident and who are carrying fewer than 12 semester hours are ranked as *part-time.*

Non-resident students who have not advanced to the next class standing and who are carrying fewer than 12 semester hours are ranked as *special.*

Academic Standards

While Queens makes every effort to encourage students and to assist those in difficulty, it is unfair to the student and to the college to retain anyone who fails to make reasonable progress.

Eligibility to Continue

To remain at Queens a student must pass 18 credit hours of work during a session with a quality point average as follows: .500 to return the second year; .800 to return the third year; and .900 to return the fourth year. The Student Qualifications Committtee reviews each case of academic difficulty and determines the student's eligibility status.

Probation

A student who does not maintain a satisfactory scholastic standing may be placed on academic probation. If she does not show improvement and fails to meet the scholastic standard, she may be asked to withdraw from the college.

Eligibility to Represent the College

Students who maintain a quality point average of 1.000 or more the preceding term are eligible to represent the college in off-campus extracurricular activities and to hold campus offices during the current term.

Eligibility is also dependent upon fulfillment of attendance requirements. Students on probation are not eligible to represent the college. A student whose cumulative quality point average is below 1.000 may be excepted from probation by the Student Qualifications Committee if she has achieved a quality point average of 1.500 or better for the previous term.

Attendance Policies

Class attendance policies are set by the individual faculty member for each course. The faculty member announces the policy he intends to apply in each particular course. Attendance at all-college convocations is required.

All candidates for degrees are required to be present for commencement and for the commencement rehearsal.

By attending at least 14 cultural and educational events designated by a list published annually, a student may earn one academic credit hour a year toward the hours required for graduation. During the four years at Queens a student may earn a maximum of four hours academic credit under this plan.

Examinations

The student's work is evaluated periodically. At the end of each term, evaluations–normally by written examination–are made in all courses. Final written examinations are generally between two and three hours long. The schedule for final examinations is established by the registrar. Permission to change an examination schedule or to make up an examination must be granted by the dean of the college.

Withdrawal from a Course

A student must obtain permission from the dean of the college to discontinue a course. If she withdraws following the first class after mid-term, she will receive an F in the course. Prior to this time she may receive a grade of WP (withdrawn passing) or WF (withdrawn failing), depending on her course average at withdrawal.

Withdrawal from College

A student wishing to withdraw from the college before the end of the term must notify the dean of the college in order to maintain good standing. Grades are recorded WP if at the date of withdrawal the work has been passed. Such a mark does not affect quality points already earned. If the work has not been passing, a mark of WF is recorded and one quality point is deducted for each credit hour. If the student does not obtain permission to withdraw, all grades are recorded as F.

The college reserves the right to require at any time the withdrawal of a student whose conduct or academic work is not considered satisfactory.

Auditing Courses

A regular student carrying a load of 12 to 14 credit hours and with a B average may, with the consent of the dean of the college and at the request of the instructor, audit a course. An auditor is expected to attend classes regularly.

Summer School Credits

Approved summer courses taken at other accredited colleges and universities and carrying a grade of C or higher may be counted toward the 114 credit hours required for graduation, provided these courses are comparable or supplemental to those offered at Queens and have been approved by the advisor and the related department head, or the dean of the college. In calculating a student's quality point average for graduation, only the credit hours and quality points earned at Queens are counted.

COURSES OF INSTRUCTION

Departmental Listing

Departmental listings give general information concerning each department and the requirements for concentration in that department. These requirements should be carefully noted by students when deciding on an area of concentration.

Most of the courses in the following section will be offered in Terms I and III. A special listing of all courses for Term II will be issued in the fall.

Term II

Possibilities for Term II include off-campus Queens programs of travel or internship, off-campus study at another 4-1-4 college, and on-campus programs of independent study or seminars designed by students and faculty to provide opportunities for study not offered under the regular curriculum.

Course Numbers

Course numbers indicate the level of difficulty of the course. Courses numbered 100-299 are primarily for freshmen and sophomores; those numbered 300-499 are primarily for juniors and seniors.

Courses at the 100 level are not open to seniors unless so stated in the course description.

Hyphenated numbers (e. g. 101-102) designate two-term courses for which credit is not granted until the second term has been completed.

Double numbers separated by a comma (e. g. 301, 302) indicate that the completion of both courses forms a desirable unit but credit may be received for one without the other. Occasionally the first course is a prerequisite to the second.

Square brackets [ ] enclosing a course number or numbers indicate that the course will not be offered during the current year.

Credit Hours

Hours of credit are noted with the course description. A standard three credit hour course presumes eleven hours of work by the student each week, but the division of this time between work in the classroom or laboratory and work outside of class can vary from course to course as determined by the individual instructors and the departments. The abbreviation "HRS." used in the curriculum section indicates credit hours.

ART

Professor George A. Shealy; Associate Professor McClanahan; Assistant Professor Crown; *Assistant Professor Gebhardt; Assistant Professor Griffiss; Assistant Professor Williams.

The art department presents a comprehensive survey of the historical development of the visual arts and a variety of studio problems to develop the abilities of its students. Courses are designed to assist in the evolvement of standards of appreciation and of application of the plastic arts to promote professional competence and intellectual growth. The curriculum provides a fundamental basis for teaching, graduate study, or careers in art.

Concentration Art 105, 106, 211, 212, 231, 232, 303, 460 and at least nine credit hours from courses numbered 300 and above, as approved by the major advisor.

Distributed Requirements The following courses will meet the distributed requirements, Area VI: Art 100, 211, 212, 307, 308.

100 INTRODUCTION TO ART

Terms I and III / 3 Hrs. / Griffiss

Exploration of the expressive means employed by the painter, sculptor, and architect to develop an appreciative attitude and a critical approach to art.

105, 106 ART STRUCTURE

105, Term I; 106, Term III / 3, 3 Hrs. / McClanahan, Shealy

Instruction in beginning drawing in various media; special emphasis on techniques and basic elements of composition.
Six hours studio a week / Studio Fee $15

211 ANCIENT AND MEDIEVAL ART

Term I / 3 Hrs. / Williams

Survey of stylistic developments in architecture, sculpture, painting, and the minor arts of the Mediterranean and European countries from prehistoric times to approximately 1400 A.D.

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*On leave of absence 1971-72.

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212 RENAISSANCE ART TO THE PRESENT TIME

Term III / 3 Hrs. / Williams

Survey of stylistic developments in architecture, sculpture, painting, and the minor arts of Europe and America from approximately 1400 to the present day. PREREQUISITE: Art 211 or permission of the instructor.

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213 METHODS IN ART EDUCATION

Term III / 2 Hrs. / Crown

Exploration of drawing, design, color, and materials and their application to problems in art for elementary or secondary school pupils. PREREQUISITE: Art 100.

Four hours studio a week / Studio Fee $15

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223 CERAMICS

Terms I and III / 3 Hrs. / Crown

Basic technique study of hand-constructed clay forms, glaze making, and application.

Six hours studio a week / Studio Fee $20

231, 232 DESIGN AND COMPOSITION

231, Term I; 232, Term III / 3, 3 Hrs. / Shealy

Studies in the expressive meaning and organization of line, shape, form, and color in two and three dimensional problems. PREREQUISITE: Art 105, 106.

Six hours studio a week / Studio Fee $20

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300 PRINCIPLES OF ART EDUCATION

Term I / 2 Hrs. / Griffiss

Exploration of historical and contemporary approaches to art education, with classroom observation in local schools.

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302 PAINTING

Terms I and III / 3 Hrs. / McClanahan

Studies in basic structure and color, with emphasis on pictorial elements interpreted through painting media. PREREQUISITE: Art 105, 106.

Six hours studio a week / Studio Fee $20

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303 DRAWING I

Term I / 3 HRS. / SHEALY

Use of a variety of graphic media as the student explores the nature of form, with major emphasis on the figure and its underlying structure. PREREQUISITE: Art 105, 106.

Six hours studio a week / Studio Fee $20

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304 DRAWING II

Term III / 3 HRS. / SHEALY

Work in figure, landscape, and still life; special emphasis on the expressive and imaginative use of various graphic media. PREREQUISITE: Art 303.

Six hours studio a week / Studio Fee $20

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305 EUROPEAN ART

Summer / 3 HRS. / Class session in Vienna, five weeks / Offered only in the Queens European Program, The Institute of European Studies

European painting, sculpture, architecture, artifacts, and jewelry observed during the Queens European Program. Many class sessions in Vienna museums.

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307 ART IN THE UNITED STATES

Term I / Alternate years; offered 1971-72 / 3 HRS. / GRIFFISS

Study of the architecture, sculpture, painting, and minor arts of the Colonial period through the present, supplementing courses in American social and political history.

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[308] ART OF PRE-COLUMBIAN AMERICA

Alternate years; offered 1972-73 / 3 HRS. / GRIFFISS

Survey of the history and arts of Meso-America, Andean, and interlying areas before the coming of the Spaniards and an inquiry into the aesthetics of Pre-Columbian art.

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314 SCULPTURE

Term I / 3 HRS. / CROWN

Fundamental studies in the creative organization of space and mass; the technical problems of modeling, casting, and carving. PREREQUISITE: Art 105, 106.

Six hours studio a week / Studio Fee $20

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315 ADVANCED SCULPTURE

Term III / 3 Hrs. / Crown

Advanced studies in form and methods relating to the design and construction of three dimensional objects. PREREQUISITE: Art 314.

Six hours studio a week / Studio Fee $20

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324 POTTERY

Terms I and III / 3 Hrs. / Crown

Advanced individual development of clay forming, glaze computation, and firing methods. PREREQUISITE: Art 223.

Six hours studio a week / Studio Fee $20

401, [402] ADVANCED PAINTING

401, Terms I and III / 3, 3 Hrs. / McClanahan

Advanced study with an emphasis on the individual development and experimentation in a chosen painting medium. PREREQUISITE: Art 302.

Six hours studio a week / Studio Fee $20

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403 PRINTMAKING

Term I / 3 Hrs. / McClanahan

Exploration of the basic principles of printmaking through such media as wood cuts, linoleum cuts, or serigraphy. Pictorial composition, sound procedure, and techniques are stressed. PREREQUISITE: Art 231, 232 or permission of the instructor.

Six hours studio a week / Studio Fee $25

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404 ADVANCED PRINTMAKING

Term III / 3 Hrs. / McClanahan

Studies in intaglio techniques with emphasis on the individual student's creative advancement. PREREQUISITE: Art 403 or permission of the instructor.

Six hours studio a week / Studio Fee $25

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405 NINETEENTH CENTURY PAINTING

Term I / 3 Hrs. / Griffiss

Study and analysis of painting from the time of David through the Post-Impressionists and resulting influence upon the development of art in the 20th century. PREREQUISITE: Art 211 or 212 or permission of the instructor.

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406 TWENTIETH CENTURY PAINTING

Term III / 3 Hrs. / Griffiss

Historical study of international artistic expressions of the 20th century and discussions of trends and aesthetics of contemporary art. PREREQUISITE: Art 211 or 212 or permission of the instructor.

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425 VISUAL COMMUNICATION: LETTER FORMS

Term to be announced / 3 Hrs. / Shealy

An exploration of the development of letter forms in writing and type faces, with emphasis on calligraphic style, clarity, and beauty. PREREQUISITE: Art 231, 232.

Six hours studio a week / Studio Fee $15

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426 VISUAL COMMUNICATION: DESIGN IN ADVERTISING AND PUBLISHING

Term to be announced / 3 Hrs. / Shealy

Problems in visualization and design of various forms common to advertising and publishing. PREREQUISITE: Art 425.

Six hours studio a week / Studio Fee $15

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450 PROBLEMS IN ART

Terms I, II, III / 3 Hrs. / Staff

Advanced work in specialized areas of art for students with unusual talent and scholarship. No student may take work in more than two areas.

Admission by permission of department head and instructor.

Studio fee: to be determined by project

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460 ART SEMINAR

Term III / 1 Hr. / Staff

A course designed to help the senior student bring together and define her own ideas on art through individual problems and group discussions. PREREQUISITE: Senior departmental status.

BIOLOGY

Professor Fehon; Assistant Professor Coffey; Assistant Professor Diebolt; Assistant Professor Martin.

To serve the needs of the liberal arts student the department offers introductory work in biology with a contemporary molecular emphasis relating the field to the physical sciences and other disciplines. Concentration in biology provides basic preparation leading to work in research and medical laboratories, government positions, related businesses, teaching, and graduate study in biology or medicine.

A unique program in marine science is offered each summer at Pawleys Island, South Carolina.

Concentration Bachelor of Arts

Twenty-nine credit hours from biology courses numbered 200 and above as approved by major advisor. Students concentrating in biology are required to take eight credit hours of chemistry and Mathematics 105 or 102 or 206. Chemistry 403, 404 may be substituted for biology electives. Candidates for teaching certificates may substitute up to four credit hours of Education 442 for biology electives. Students concentrating in biology are advised to take physics and organic chemistry. Chemistry 207 and 208 are recommended for those students planning careers in the medical sciences.

Concentration Bachelor of Science

Biology 103, 104, 106; and three courses from 201, 210, 301, 302, 305; two courses from 300, 306, 402; nine hours of biology courses numbered 200 and above as approved by the major advisor. Students concentrating in this program are required to take two years of chemistry including a term of organic chemistry; Physics 101, 102; Mathematics 102 and 201 or 206. In addition intermediate-level proficiency is required in a foreign language.

Distributed Requirements

The requirement for Area IV is met with Biology 103.

Prerequisite

Biology 103 is prerequisite to all other courses offered in the department.

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103 INTRODUCTION TO BIOLOGY

Term I / 3 Hrs. / Coffey, Fehon, Martin

Course to introduce the student to methods and philosophy of biological science and to acquaint the student with current problems in the field; emphasis on the ecological approach with special attention to man-created problems.

Six hours lecture and laboratory a week

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104 PLANT BIOLOGY

Term III / 4 Hrs. / Coffey

Morphological survey of the plant kingdom; study of life cycles emphasizing evolutionary changes; consideration of economic aspects.

Eight hours lecture and laboratory a week

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106 ANIMAL BIOLOGY

Term III / 4 Hrs. / Martin

Survey of the animal kingdom; study of the organization and activities of animals with emphasis on man; and evolution of animal life.

Eight hours lecture and laboratory a week

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201 INVERTEBRATE ZOOLOGY

Term I / Alternate years; offered 1971-72 / 4 Hrs. / Fehon

Study of the invertebrate phyla; comparative anatomy and physiology; natural history; systematics and evolution. Laboratory includes physiological experiments and emphasizes marine forms. PREREQUISITE: Biology 106.

Eight hours lecture and laboratory a week

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[210] ECOLOGY

Alternate years; offered 1972-73 / 4 Hrs. / Fehon

Relationship of organisms to their environment; populations and communities; aquatic and terrestrial habitats; statistical methods. Laboratory includes both experimental and field studies. PREREQUISITE: Biology 104, 106.

Eight hours lecture and laboratory or field work a week

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300 CELL BIOLOGY

Term I / Alternate years; offered 1971-72 / 4 Hrs. / Coffey

Study of cell structure and physiology. Laboratory emphasizes research methods including instruments and techniques used in studying cells. PREREQUISITE: At least one year of college chemistry; Biology 104 and 106 recommended.

Eight hours lecture and laboratory a week

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[301] VERTEBRATE EMBRYOLOGY

Alternate years; offered 1972-73 / 4 Hrs. / Martin

Study of development with emphasis on vertebrates and a brief introduction to experimental embryology. Laboratory emphasizes amphibians and birds. PREREQUISITE: Biology 106.

Eight hours lecture and laboratory a week

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[302] COMPARATIVE VERTEBRATE ANATOMY

Alternate years; offered 1972-73 / 4 Hrs. / Fehon

Review of the evolutionary history of vertebrates with comparative study of their systems. Laboratory dissection of dogfish, mud puppy, and cat. PREREQUISITE: Biology 106.

Eight hours lecture and laboratory a week

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305 PLANT SYSTEMATICS

Term III / Alternate years; offered 1971-72 / 4 Hrs. / Coffey

Development of systems of classification; study of basic principles; practice in identification; collection and study of members of plant families represented in local flora. PREREQUISITE: Biology 104.

Eight hours lecture and laboratory a week

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306 LABORATORY MICROBIOLOGY

Term III / Alternate years; offered 1971-72 / 4 Hrs. / Fehon

General survey of microorganisms with emphasis on morphology, metabolism, ecology, and taxonomy of bacteria. Laboratory includes independent studies. PREREQUISITE: Eight credit hours of chemistry.

Eight hours lecture and laboratory a week

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310 MARINE BIOLOGY

Summer / 4 Hrs. / Fehon

Introduction to oceanography and marine biology with emphasis on ecology and distribution and classification of local fauna and flora. PREREQUISITE: Biology 106; Biology 104 and 210 recommended.

Four weeks, summer session only, at Pawleys Island, South Carolina

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402 GENETICS

Term I / Alternate years; offered 1971-72 / 4 Hrs. / Martin

Principles of heredity and variation in plants and animals. PREREQUISITE: Mathematics 102.

Three hours lecture and three hours laboratory a week

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425 BIOLOGY OF PARASITISM

Term III / Alternate years; offered 1971-72 / 4 Hrs. / Martin

Introduction to biological principles involved in parasitism of animals including man; host parasite relationships; ecology; structure and classification. PREREQUISITE: Biology 201.

Three hours lecture and three hours laboratory a week

450 INDEPENDENT STUDIES IN BIOLOGY

Terms I, II, III / 1 to 4 Hrs. / Staff

Research projects in the area of the student's interest; written report and/or oral examination may be required; summer research in marine biology. May be taken more than once but total credits may not exceed six hours.

Admission by permission of the instructor

CHEMISTRY

Professor Trimble; Professor Duncan; Assistant Professor Diebolt; Mrs. Sally C. Innes.

The department offers two areas of concentration: chemistry and biological chemistry. The degree bachelor of arts or bachelor of science is available to students in each of these areas.

The bachelor of arts program emphasizes the breadth of a liberal arts education in terms of a wide range of elective courses together with a sound education in chemical principles and laboratory skills. The B. A. graduate is thus equipped for employment in the chemical or paramedical fields or for active involvement in community affairs as a citizen well-informed in scientific affairs. Teacher certification may also be obtained.

The bachelor of science program is designed to provide an educational experience with more depth in science and mathematics. Students are prepared by this program to pursue careers in chemistry and medicine which will require graduate study or formal professional training in medical school. Well-equipped laboratories and qualified staff make possible a special emphasis on clinical and industrial applications of chemistry.

Concentrations

Concentration for a B. A. in chemistry: Chemistry 101, 102, 207, 208, 303, 304, 403, 450; Laboratories 1, 2, 3, 5, 6, 7, 9; Mathematics 102, 201; Physics 101, 102. German, French, or Russian is recommended. The student may substitute one term of inorganic chemistry (currently available through the Charlotte Area Education Consortium) for Chemistry 450. Candidates for teaching certificates may substitute as many as four credit hours of Education 442 for Chemistry 450.

Concentration for a B. S. in chemistry: Chemistry 101, 102, 207, 208, 303, 304, 307, 308, 403, 450; Laboratories 1, 2, 3, 4, 5, 6, 7, 9, 10; Mathematics 102, 201, 202; Physics 101, 102. Proficiency in a foreign language at the intermediate level is required. The student may substitute one term of inorganic chemistry (currently available through the Charlotte Area Educational Consortium) for Chemistry 450.

Concentration for a B. A. in biological chemistry: Chemistry 101, 102, 207, 208, 303, 304, 403, 404; Laboratories 1, 2, 3, 5, 6, 7, 8, 9; 12 credit hours of approved biology courses above the 100 level; Physics 101, 102; Mathematics 102. Mathematics 201 and German, French, or Russian are recommended.

Concentration for a B. S. in biological chemistry: Chemistry 101, 102, 207, 208, 303, 304, 403, 404; Laboratories 1, 2, 3, 5, 6, 7, 8, 9; 12 credit hours of approved biology courses above the 100 level; Physics 101, 102; Mathematics 102, 201. Proficiency in a foreign language at the intermediate level is required, and Chemistry 405 is recommended.

Distributed Requirements The requirement, Area IV, may be met by Chemistry 101; also Chemistry 102 or Chemistry 303 by permission of department.

Course Sequences After completing Chemistry 102, students are advised to take courses in the order listed in either of two sequences:

Instrumentation–Physical Chemistry sequence: 208, 307, 207.

Organic Chemistry–Biological Chemistry sequence: 303, 403, 404.

Other courses may be taken in any sequence provided prerequisites are met.

Laboratories The department requires a student to register for a laboratory with each class course.

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101 GENERAL CHEMISTRY I

Term I / 3 Hrs. / Staff

This course includes the structure of the atom; the structure of the nucleus and nuclear chemistry; the Periodic Table; chemical bonding; solids, liquids, and gases; and stoichiometric relationships.

Three hours lecture a week

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102 GENERAL CHEMISTRY II

Term III / 3 Hrs. / Staff

Topics covered in this course include the properties of solutions, colloidal systems, chemical equilibria, thermochemistry, electrochemistry, metals, and non-metals. PREREQUISITE: Chemistry 101 or permission of the instructor.

Three hours lecture a week

207 PHYSICAL CHEMISTRY I

Term I / 3 Hrs. / Staff

A course for students concentrating in chemistry and biological chemistry with emphasis on gases, chemical kinetics, equilibria, and electrochemistry. PREREQUISITE: Chemistry 102 or permission of the instructor; Mathematics 102; Physics 101, which may be taken concurrently.

Three hours lecture a week

208 INSTRUMENTAL ANALYSIS I

Term I / 3 Hrs. / Staff

Introduction to instrumentation and instrumental analysis with emphasis on fundamental electronic units, instrument design and construction, and analytical application. PREREQUISITE: Chemistry 102 or permission of the instructor.

Three hours lecture a week

303 ORGANIC CHEMISTRY I

Term I / 3 Hrs. / Staff

Introductory course including an integrated survey of the more important compounds of the aliphatic and aromatic series; emphasis on problems in organic synthesis. PREREQUISITE: Chemistry 102 or permission of the instructor.

Three hours lecture a week

304 ORGANIC CHEMISTRY II

Term III / 3 Hrs. / Trimble

Theoretical course treating the mechanisms of organic reactions in terms of modern structural theories. PREREQUISITE: Chemistry 303 or permission of the instructor.

Three hours lecture a week

307 INSTRUMENTAL ANALYSIS II

Term III / 3 Hrs. /Staff

A second course in instrumental analysis with emphasis on analytical methodology. PREREQUISITE: Chemistry 208.

Three hours lecture a week

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308 PHYSICAL CHEMISTRY II

Term III / 3 HRS. / TRIMBLE

Study of thermodynamics, solid and liquid states, quantum and structural chemistry. PREREQUISITE: Chemistry 207.

Three hours lecture a week

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403 BIOLOGICAL CHEMISTRY I

Term III / 3 HRS. / STAFF

Review of certain chemical principles dealing with solutions, with emphasis on pH/study of the chemistry of carbohydrates, lipids, and proteins. PREREQUISITE: Chemistry 303.

Three hours lecture a week

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404 BIOLOGICAL CHEMISTRY II

Term I / 3 HRS. / DUNCAN

Emphasis is on enzymes and metabolism with special reference to recent work on enzyme kinetics. PREREQUISITE: Chemistry 403 or Biology 300 or permission of the instructor.

Three hours lecture a week

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405 PHYSIOLOGICAL CHEMISTRY

Term III / 3 HRS. / DUNCAN

A course applying principles of biochemistry to the interpretation of normal and abnormal genetic and physiological states occurring in Mammalia; discussion of digestive processes, fluid and acid-base balance, hormonal influence on physiological states, organ function tests, and excretory processes. PREREQUISITE: Biological Chemistry II.

Three hours lecture a week

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450 DIRECTED INDIVIDUAL STUDIES

Terms I, II, III / 2, 3, or 4 HRS. / STAFF

Individual research conducted by the student. PREREQUISITE: Open to advanced students by permission of the instructor.

Three, six, or nine hours of consultation and laboratory work a week

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L 1 LABORATORY 1

Term I / 1 HR. / STAFF

This laboratory introduces the student to elementary glass-working, general laboratory equipment and techniques, and the principles of quantitative operations.

Three hours laboratory a week

L 2 LABORATORY 2

Term III / 1 Hr. / Staff

The student in this laboratory is introduced to semimicro technique, chromatography, spectroscopy and other tools of qualitative and quantitative analysis. PREREQUISITE: Laboratory 1 or permission of the department.

Three hours laboratory a week

L 3 LABORATORY 3

Term I / 1 Hr. / Staff

The student is introduced to the practical aspects of instrument design and construction and to the calculations and techniques of quantitative analysis. PREREQUISITE: Laboratory 2 or permission of the instructor.

Three hours laboratory a week

L 4 LABORATORY 4

Term III / 1 Hr. / Staff

The student undertakes the practical evaluation of experimental methods and instruments best suited for specific advanced analytical problems. PREREQUISITE: Laboratory 3.

Three hours laboratory a week

L 5 LABORATORY 5

Term I / 1 Hr. / Staff

The student is introduced to the basic devices for precise physical measurement. She undertakes a significant independent laboratory investigation that involves instrumentation and careful physical measurements. PREREQUISITE: Laboratory 4.

Three hours laboratory a week

L 6 LABORATORY 6

Term I / 1 Hr. / Staff

Course introduces the student to the basic experimental techniques of advanced chemical synthesis of both organic and inorganic compounds. PREREQUISITE: Laboratory 2.

Three hours laboratory a week

L 7 LABORATORY 7

Term III / 1 Hr. / Staff

Basic principles and techniques of biochemical laboratory investigation introduced; work is quantitative in nature. PREREQUISITE: Laboratory 3 and 6 or permission of the instructor.

Three hours laboratory a week

L 8 LABORATORY 8

Term I / 1 Hr. / Duncan

Course is a continuation of Laboratory 7 with special emphasis given to advanced biochemical methodology and to quantitative measurement. PREREQUISITE: Laboratory 7.

Three hours laboratory a week

L 9 LABORATORY 9

Term III / 1 Hr. / Trimble

Study of advanced qualitative analysis and advanced inorganic and organic synthesis. Emphasis is placed on the use of the chemical literature and the structuring of independent work. PREREQUISITE: Laboratory 5 and 6.

Three hours laboratory a week

L 10 LABORATORY 10

Term III / 1 Hr. / Duncan

Recent developments in laboratory instrumentation and methodology with emphasis on independent laboratory work by the student in an area of current research interest. PREREQUISITE: Laboratory 5 and 7.

Three hours laboratory a week

L 11 LABORATORY 11

Term III / 1 Hr. / Duncan

Classical clinical laboratory methods used to investigate the influence of carbohydrate, protein, lipid, hormonal, and inorganic constituents of body fluids on the physiological state of the individual animal. Open to advanced students by permission of the instructor.

Three hours laboratory a week

NOTE: Laboratories 3 through 11 may be scheduled for other terms with the approval of the department.

ECONOMICS

Professor Elliott; Associate Professor Brewer.

Courses offered in this department provide opportunity for the study of the principles that govern economic systems, in theory and practice. Concentration in economics may lead to careers in banking, commerce, industry, and government or to graduate study in economics, business, and law.

Concentration Economics 225, 226, 323, 324, 351, 412, 450; six credit hours from among Economics 352, 421, 422, 423, 425; and Mathematics 206.

Distributed Requirements The requirement, Area V, may be met by Economics 101, 225, or 226.

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101 AMERICAN ECONOMIC DEVELOPMENT

Terms I and III / 3 Hrs. / Brewer

Introduction to the study of economics, in the context of a survey of the economic development of the United States.

Open to freshmen only

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225 PRINCIPLES OF POLITICAL ECONOMY

Terms I and III / 3 Hrs. / Brewer, Elliott

An introductory survey of economic principles. The scope of economics; business organizations; basic supply and demand theory; national income theory; money and prices; economic stabilization.

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226 COMPARATIVE ECONOMIC SYSTEMS

Term III / 3 Hrs. / Elliott

A study of alternative economic systems, including capitalism, fascism, socialism, communism, and their variants; with case studies of the British, Swedish, Soviet, Yugoslav, and other contemporary economics. Economics 225 or equivalent recommended.

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305 PERSONAL AND FAMILY ECONOMICS

Terms I and III / 3 Hrs. / Brewer

Study of the management of personal and family financial affairs. (Does not fulfill Distributed Requirements, Area V.)

Open to juniors and seniors only

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323 PRICE THEORY

Term I / 3 Hrs. / Elliott

Intermediate microeconomic theory: intensive study of the behavior of the consumer and the firm, analyses of production and distribution, and the relationships of prices and resource allocation to market structures. PREREQUISITE: Economics 225 or equivalent.

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[324] NATIONAL INCOME THEORY

3 Hrs. / Staff

Intermediate macroeconomic theory: comprehensive study of aggregate economic analysis, the theory and the measurement of national income and employment. Prerequisite: Economics 225 or equivalent.

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351 MONEY AND BANKING

Term II / 3 Hrs. / Staff

Study of the fundamental principles and practices of the money and credit systems of the United States: financial institutions; commercial banking; the Federal Reserve System; monetary theories and policy. PREREQUISITE: Economics 225 or equivalent.

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[352] BUSINESS FINANCE

3 Hrs. / Staff

Nature of business finance, corporate and non-corporate, and its relation to economics, accounting, and law: capital, capitalization, working capital; financial planning, initial financing, refinancing, and expansion; internal and external financial affairs of business firms. PREREQUISITE: Economics 225, 351.

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[412] HISTORY OF ECONOMIC THOUGHT

3 Hrs. / Elliott

Study of the major philosophers and schools of economic thought related to the economic, political, and social institutions of their times: the medieval, mercantilist, physiocrat, classical, Marxist, historical neoclassical, institutionalist, Keynesian, and post-Keynesian schools. PREREQUISITE: Six hours of economics, or one course each in economics, history, and political science.

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[421] PUBLIC FINANCE

3 Hrs. / Staff

Analysis of the impact of federal, state, and local government taxation, expenditures, budgeting, and debt management on the allocation of resources, the distribution of income, and the stabilization of national income and employment. PREREQUISITE: Six hours of economics including 225, or Economics 225 and six hours of political science.

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[422] INTERNATIONAL ECONOMICS

3 Hrs. / Staff

Study of international trade and finance: regional specialization; national commercial policies; international investments; balance of payments; foreign exchange; foreign aid policies; international agreements on tariffs and trade. PREREQUISITE: Economics 203, 351, or permission of the instructor.

[423] LABOR ECONOMICS

3 Hrs. / Elliott

History, theory, and practices of the American labor movement; study of labor organizations as economic and social institutions, including a survey of the principles and problems of union-management relationships encountered in collective bargaining and in public policies toward labor. PREREQUISITE: Three hours of economics or six hours in history and political science.

[425] GOVERNMENT AND BUSINESS

3 Hrs. / Staff

Study of government regulation and operation of business enterprise: the historical, political, economic, and legal aspects of government aid to, regulation of, and competition with private business enterprise. PREREQUISITE: Three hours of economics or six hours in history and political science.

[450] SEMINAR IN CURRENT ECONOMIC ISSUES

3 Hrs. / Elliott

Senior seminar preparing economics majors for professional roles and graduate study: research methods, materials, and practice; written and oral presentations of current economic issues. PREREQUISITE: Senior standing, and either 12 credit hours of advanced economics courses or permission of the instructor.

EDUCATION

Professor Medlin; Associate Professor Mason; Assistant Professor Smith; Miss Annie Mae Murry.

Teacher certificatiton may be obtained as a part of the student's regular four-year program. Course work is designed to meet requirements in North Carolina and some other states. Students planning to teach in a state other than North Carolina should obtain a copy of the requirements of that state and plan a program to meet those requirements. In its preparation of future teachers, the department combines contemporary knowledge with classroom theory and with experience in public school teaching.

Certification is possible in early childhood education (grades K-3); intermediate (grades 4-9); in secondary-level teaching (grades 7-12) in English, French, German, Spanish, mathematics, science (or biology, chemistry, or physics), and the social studies areas; and in the special subject areas (grades K-12) in art, Bible, and music.

All students seeking certification are required to have an area of concentration and to meet all requirements for graduation. Depending upon teaching level, one or two terms of course work in education will be necessary. Students in the early childhood program may choose any area of concentration offered and fulfill certification requirements at the same time. Students may also propose a self-structured major which combines education and academic areas.

Early planning for certification is advisable. For specific requirements in teaching fields, students should consult the special departmental bulletins on teacher education.

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202 EDUCATIONAL PSYCHOLOGY

Terms I and III / 3 Hrs. / J. Shealy

Study of those principles of psychology which can be applied directly to the classroom; emphasis on psychological testing, behavior deviations, and principles of learning. PREREQUISITE: Psychology 201.

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305 CHILDREN'S LITERATURE

Terms I and II / 3 Hrs. / Staff

Course to help students integrate knowledge of children and books; includes evaluating types of literature and planning ways of using books in elementary school.

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311 HEALTH EDUCATION IN THE ELEMENTARY SCHOOL

Term I / 2 Hrs. / Gover

Study of role of the teacher in the school health program, her responsibilities in teaching of health and health of the pupil.

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312 PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL

Term III / 3 Hrs. / Pharr

Overall view of aspects of teaching physical education; its place in the school program; facilities, equipment, and safety procedures necessary for a successful program; skill progression and types of activities appropriate for elementary age groups.

NOTE: It is recommended that students preparing to teach in the elementary grades take folk and social dance as one of the four required hours in physical education.

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321 INTRODUCTION TO TEACHING

Terms I and II / 3 Hrs. / Mason, Medlin

Introduction to the teaching profession, to the school as a social institution, and to the development of American education including the relationships of various levels of government.

Students participate weekly in field experiences in local schools and related agencies.

Open to any student at the sophomore level and above; required of all students in teacher education.

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333 THE CURRICULUM OF EARLY CHILDHOOD EDUCATION

Term III / 3 Hrs. / Mason

Survey of the kinds and qualities of learning experiences uniquely characteristic of young children. Course gives rationale to the program of early childhood education in conjunction with the home, the school, and the community.

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334 PARENT-SCHOOL-COMMUNITY RELATIONS

Term III / 2 HRS. / STAFF

A course designed to bring about a better understanding of the roles of the parents, the school, and the community in the education of young children.

Open to all students; required in the early childhood education program.

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341 PHILOSOPHY OF EDUCATION

Term I / Not offered after fall 1971 / 3 HRS. / MASON

Historical survey of education in Western civilization emphasizing philosophical and social foundations; presentation of educational philosophy in relation to issues facing the American high school today.

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342 PRINCIPLES OF SECONDARY EDUCATION

Terms I and III / 3 HRS. / MEDLIN

Study of the evolution of secondary education in the United States; analysis of the purposes, curricula patterns, school organization, and various roles of secondary teacher in relation to principles of secondary education.

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401 TEACHING OF READING AND OTHER LANGUAGE ARTS

Terms I and III / 3 HRS. / SMITH

Course includes materials and methods of instruction in the reading and language arts, based upon modern concepts of learning and child development; consideration of research findings, contributions of linguistics to language study, and ways of individualizing instruction.

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403 METHODS AND MATERIALS OF TEACHING IN EARLY CHILDHOOD EDUCATION

Terms I and III / 3 HRS. / SMITH

Course includes materials and procedures that are unique to the early stages of academic learning in science, social studies, and mathematics (kindergarten-primary grades).

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404 METHODS AND MATERIALS OF INSTRUCTION IN THE INTERMEDIATE GRADES

Terms I and III / 3 HRS. / SMITH

Course to familiarize the student with materials, curriculum sequence, and teaching methodology in the subject areas offered in grades 4-9.

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417 CURRICULUM IN NURSERY-KINDERGARTEN

Summer / 2 Hrs. / Smith

Study of nature of nursery-kindergarten age child and educative experiences and guidance appropriate to his individual needs and potentialities.

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418 METHODS AND MATERIAL FOR INSTRUCTION IN NURSERY-KINDERGARTEN

Summer / 2 Hrs. / Smith

Survey of methods and materials in relation to individual interests, aptitudes, and needs of nursery-kindergarten children; emphasis on literature, language development, perceptual training, social awareness, group living, beginning science, listening, and prewriting.

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419 ORGANIZING PROGRAMS IN NURSERY-KINDERGARTEN

Summer / 2 Hrs. / Smith

Study of the essentials in the organization of a good program for children; records and reports; physical facilities and equipment; working with exceptional children; and role of parent.

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442 DIRECTED TEACHING AND METHODS IN SECONDARY SCHOOLS

Terms I, III, Summer / 8 Hrs. / Mason, Medlin

Study of methods of instruction and resource materials in each of the teaching fields during the first half of term; last eight weeks of term involve full-time observation and student teaching in selected junior and senior high schools.

Admission to course by recommendation of director of student teaching and major department.

Student teaching fee: $40

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446 STUDENT TEACHING IN EARLY CHILDHOOD EDUCATION

Terms I and III / 6 Hrs. / Staff

Eight-week period of observation and student teaching in selected schools; seminars scheduled throughout the period. PREREQUISITE: Recommendation of the director of student teaching and the major department.

Student teaching fee: $40

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448 STUDENT TEACHING IN THE INTERMEDIATE GRADES

Terms I and III / 6 Hrs. / Smith

Eight-week period of observation and student teaching in selected elementary and junior high schools. Prerequisite: Recommendation of the director of student teaching and the major department.

Student teaching fee: $40

450 INDIVIDUAL STUDIES IN EDUCATION

Offered when there is demand / 3 Hrs. / Staff

Programs of study for experienced classroom teachers, following their interests and needs, are planned with the help of the instructor. Persons interested in enrolling in Education 450 are urged to confer with the instructor in person or by letter prior to the beginning of the course so that individual study plans may be formulated. PREREQUISITE: Classroom teaching experience; and permission of the instructor.

GEOGRAPHY

Visiting Associate Professor Clay.

205 FUNDAMENTALS OF GEOGRAPHY

Term I / 3 Hrs. / Clay

Both physical and social aspects of geography treated through study of the earth's surface and man's response to his physical environment with some emphasis on reading and interpreting maps and globes; designed primarily for elementary education certification requirements.

ENGLISH

Associate Professor Maxfield; *Professor Newman; Assistant Professor Gatlin; **Assistant Professor Hadley; Assistant Professor Hindman; Assistant Professor Miscally; Assistant Professor Reynolds; Assistant Professor Tyson; Mrs. Crosthwaite; Mrs. Little.

Courses in the department include composition, literature, speech and dramatic arts and journalism. Students are encouraged to take courses in all these areas, but courses in speech, dramatic arts, and journalism do not count towards a concentration in English. Initial courses train the student to perceive and evaluate the form, structure, and inner dynamics of any literary work. Advanced courses focus on specialized areas of relevance and are designed to give the student an awareness of ways in which other disciplines can contribute to a fuller understanding of literature.

Study of literature and composition affords preparation for professional schools in law and teaching. In addition students concentrating in this department find their training applicable to editing, reportorial journalism, and many phases of creative writing. Students may also obtain teaching certificates through elective courses.

Concentration English 209, English 321-322; and at least 18 additional hours of academic credit from English courses numbered 300 and above, as approved by the major advisor.

Distributed Requirements English 101, Area I, is required of all students, unless exempted, and is usually taken in either Term I or Term III of the freshman year. Distributed requirement, Area VI, in literature may be met by English 209, 217; or if taken in the foreign language department, any literature course numbered 300 or above.

Prerequisite English 209 is prerequisite to all English courses numbered 300 and above.

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*On leave of absence Term III, 1971-72.

**On leave of absence 1971-72.

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101 RESEARCH WRITING SKILLS

Terms I and III / 3 Hrs. / Crosthwaite, Gatlin, Little, Tyson

A course in research methods, writing techniques, and library skills required of all freshmen unless exempted.

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209 INTRODUCTION TO LITERATURE

Terms I and III / 3 Hrs. / Crosthwaite, Maxfield, Reynolds, Tyson

Beginning reading techniques for understanding and enjoying poetry, fiction, and drama. The first half of the term will emphasize techniques used in analyzing the three types of literature. The second half will emphasize ways in which the three types are essentially different. PREREQUISITE to all English courses numbered 300 and above.

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217 BACKGROUNDS TO WESTERN LITERATURE

Term III / 3 Hrs. / Gatlin

A study of the classical and biblical backgrounds which figure so importantly in the development of the Western literary tradition. While some consideration will be given to the historical and philosophic nature of the works studied, the emphasis will be on the works as great literature. Included will be a study of the Bible (*Genesis, Psalms, Job,* etc.), Greek drama, the Homeric epic, and Aristotle's *Poetics.*

Open to freshmen, sophomores, and students not concentrating in English, as well as students concentrating in English.

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307 ADVANCED COMPOSITION

Term I / 3 Hrs. / Newman

Study of principles of writing, with special attention to observation and reflection, form and meaning, modern usage, and effective expression.

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308 CREATIVE WRITING

Term III / 3 Hrs. / Reynolds

Practice in writing and in criticism of the essay, short story, and poem in view of a final piece of sustained, related work, for students with interest in and aptitude for composition. PREREQUISITE: Permission of instructor.

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309 STUDIES IN LITERARY FORMS

Intensive explorations of the nature and evolution of a selected literary form.

Subtitles indicate the form to be studied; may be taken more than once with different subtitles.

309a THE NOVEL

Term III / 3 Hrs. / Gatlin

Development of the novel as a literary form using selected works of English fiction from the 18th century to the present.

[309d] TRAGEDY

3 Hrs. / Staff

Exploration of various possibilities of defining tragedy: in terms of the protagonist, a plot, an effect upon the audience, an attitude toward life, or others.

[309f] POETRY IN ENGLISH SINCE 1900

3 Hrs. / Newman

Development of modern poetry from its post-Victorian beginnings to the present; emphasis on Frost, Eliot, Yeats, and Stevens.

310 STUDIES IN LITERARY MOVEMENTS AND ATTITUDES

Study of a group of literary works representative of a particular movement, point of view, or attitude: a body of material in which there are important similarities in emotional, aesthetic, or intellectual content.

Subtitles indicate the movement to be studied; may be taken more than once with different subtitles.

310b SYMBOLISM

Term I / 3 HRS. / NEWMAN

A study of myth and symbol in contemporary literature from the French symbolist poets to the present.

310d NEO-CLASSICISM

Term III / 3 HRS. / MAXFIELD

Development of the emotional, aesthetic, and intellectual aspects of neo-classicism as seen in selected works from English, French, and German literature.

310g MODERN DRAMA

Term I / 3 HRS. / REYNOLDS

A study of world drama from the realism of Ibsen through naturalism, expressionism, and symbolism to the current avant-garde theatre.

310h THE VICTORIAN AGE

Term I / 3 HRS. / GATLIN

Consideration of the major themes and concerns of novelists, poets, and prose writers of the Age of Victoria; emphasis on works of Tennyson, Carlyle, and other important figures.

[310i] THE SEVENTEENTH CENTURY

3 HRS. / REYNOLDS

Study of poetry, drama, and prose with emphasis on English literature from Jonson to Dryden; concerned with development of attitudes toward science and government.

311 STUDIES IN LITERATURE AND HISTORY

An effort to illustrate the illumination that can be brought to literature through a study of the effect of a significant event or a related series of events upon subsequent literary works.

Subtitles indicate the subject to be considered. May be taken more than once with different subtitles.

311a PLATONISM IN THE RENAISSANCE

Term I / 3 HRS. / TYSON

Study of Platonic and courtly-love idealism in Renaissance literature, beginning with the troubadours, and moving through Italy to England.

[311b] ROUSSEAU AND ROMANTICISM

3 Hrs. / Staff

Development and maturation of romantic techniques and ideas on the continent, in England, and in America from 1760 to 1850; emphasis given to the masters of French, German, and English romanticism.

311c EXISTENTIALISM IN LITERATURE

Term III / 3 Hrs. / Shumaker

The impact of the six major existential writers on the literature of Germany, France, England, and America.

[311e] RUSSIAN LITERATURE OF THE SOVIET PERIOD

3 Hrs. / Weiant

Concentration on the theme of the fate of the individual in modern mass society; readings include works by important Soviet and emigré writers.

311f IDENTITY CONFLICTS IN MODERN AMERICAN LITERATURE

Term I / 3 Hrs. / Newman

Study of conflict between identity in a minority group and identity as an American, occurring in such groups as Negroes and Jews.

312 STUDIES IN INDIVIDUAL AUTHORS

Consideration of a significant and coherent portion of the work of a single author.

Subtitles indicate the author to be studied; may be taken more than once with different subtitles.

312a SHAKESPEARE

Term I / 3 Hrs. / Maxfield

Representative comedies, histories, tragedies, and romances with emphasis on Shakespeare's development as a dramatic artist.

312b CHAUCER

Term III / 3 Hrs. / Tyson

Contributions of Chaucer to English verse through close examination of *The Canterbury Tales, Troilus and Criseyde,* and lyrics.

312d DOSTOYEVSKY

Term III / 3 HRS. / WEIANT

Examination of the basic problems of human existence raised by Dostoyevsky in his novels.

313 STUDIES IN A NATIONAL LITERATURE

Consideration of a significant portion of the literature of one nation. Subtitles indicate the nation whose literature is studied; may be taken more than once with different subtitles.

313b GERMAN LITERATURE

Term I / 3 HRS. / HOSTETTLER

Study of major dramatists from the 18th century, including Lessing, Goethe, Schiller, and Kleist; writers of prose from the 19th century, including Novalis, Eichendorff, Keller, Meyer, Buchner, Hauptmann, Mann, Kafka, and Hesse.

313c FRENCH LITERATURE

Term I / 3 HRS. / RICHARDSON

Consideration of major literary works from various periods of French literature, chosen for their value as contributions to world literature.

[313d] RUSSIAN LITERATURE

3 HRS. / WEIANT

Major emphasis on Russian literary achievements of the 18th and 19th centuries with special attention given to the works of Pushkin, Gogol, Dostoyevsky, Tolstoy, and Chekhov.

[313e] SPANISH LITERATURE

3 HRS. / STAFF

Important literary works from various periods chosen for their importance and influence or reflection on world literature.

317 LITERARY CRITICISM

Term I / 3 HRS. / REYNOLDS

An approach to literary evaluation through readings of critical theory and through practice on actual literary works.

321-322 LITERARY HISTORY OF ENGLAND

321, Term I; 322, Term III / 3-3 HRS. / MAXFIELD, TYSON

Seminar for juniors concentrating in English; emphasis on the development of the literature of England, the rise of literary forms, the importance and influence of major writers, and the relation of literature to political and cultural history.

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331 AMERICAN LITERATURE TO 1900

Term I / 3 HRS. / GATLIN

Study of the particular properties and the major movements of American literature as seen in the works of the major writers to 1900.

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332 AMERICAN LITERATURE SINCE 1900

Term III / 3 HRS. / REYNOLDS

Study of the particular properties and the major movements of American literature as seen in the works of the major writers.

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333 SOUTHERN LITERATURE

Term III / 3 HRS. / GATLIN

Study of the growth and development of the literature of the American South. The course will emphasize unique regional qualities of subject, theme, and style.

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334 STUDIES IN LINGUISTICS

Term III / 3 HRS. / TYSON

Studies of the main tenets of structural linguistics and transformational grammar with some attention to the relation between linguistic theories and older theories about language.

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450 DIRECTED STUDIES IN COMPOSITION OR LITERATURE

Terms I and III / 2, 3, or 4 HRS. / STAFF

Independent investigation of a topic in composition or literature. Open to advanced students by permission of the department.

JOURNALISM, SPEECH, AND DRAMATIC ART

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100 FUNDAMENTALS OF THEATRE

Term I / 3 Hrs. / Hindman

Study of basic principles and practices of the correlated arts which make up the production of a play in the theatre; written word viewed in relation to its performance, with discussion of design, costume, makeup, and lighting; also discussion of the place of theatre in society. Trips to theatres and campus productions.

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[103] FUNDAMENTALS OF SPEECH

3 Hrs. / Staff

Technical analysis of individual voice and speech problems; intensive study of International Phonetic Alphabet; individual and group practice in writing phonetic transcription, in articulation and pronunciation.

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[201] ORAL INTERPRETATIONS

3 Hrs. / Staff

Approach to an appreciation of literature and a responsiveness to its intellectual and emotional content through training and practice in communicating it to others. Basic principles and techniques in reading poetry, prose, and dramatic literature.

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[305] AN INTRODUCTION TO JOURNALISTIC WRITING

3 Hrs. / Miscally

Study of newspaper methods and the techniques of news writing; practical experience in reporting.

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[306] NEWS WRITING AND EDITING

3 Hrs. / Miscally

Continuation of Journalism 305, designed to give more extensive training in news writing and to acquaint students with elementary problems of editing and make-up. PREREQUISITE: Journalism 305.

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315 PLAY PRODUCTION I

Term I / 3 Hrs. / Hindman

Introduction to principles of stage lighting, costume design and construction, and makeup for open stage and proscenium productions; standard and special lighting equipment; methods of cross- and special-effect lighting; proper use of colored gelatine; and the operation of a patching panel and switch-board; opportunity to apply principles in the production of a play.

316 PLAY PRODUCTION II

Term III / 3 Hrs. / Hindman

Introduction to principles of scene design, construction, painting, and shifting for open stage and proscenium production; selection of a style for production from various representational and non-representational methods and translation of design into reality by the construction of standard and modified stage scenery; and opportunity to apply principles in the production of a play.

349 THEATRICAL PRESENTATION: THEORY AND PRACTICE

Term III / 3 Hrs. / Hindman

Acting and directing as critical approaches to dramatic literature with practical exercises for the prospective actor-director seeking essentials and techniques in both arts; actor-improvisation and characterization; basic processes which go on during a director's interpretative study and preparation of a play for production. Opportunity to apply principles in the assignment of one play for intensive study; participation in campus productions and trips to local theatres encouraged.

FOREIGN LANGUAGES AND LITERATURES

Programs in French, German, Spanish, and Latin-American Studies and Russian Studies are available in this department. Concentration in any one of these areas provides the basis for graduate study or careers in teaching, government, the foreign service, or in business fields in which a knowledge of another language is important.

College Board Foreign Language Achievement Test scores are used as a guide for placement. Entering students who have taken this test will be informed at the time of registration of their foreign language study options.

Study Abroad Students concentrating in foreign languages will be encouraged to study abroad under the auspices of approved institutions. Programs of study must be planned in advance, and credit for such work will be granted only upon receipt of transcripts and the successful completion of a departmental examination.

Distributed Requirements All foreign language courses meet distributed requirements in Area II, but elementary courses numbered 101 may fulfill the Area II requirement only upon satisfactory completion of the courses numbered 102. Any departmental literature course numbered 300 and above will fulfill the requirement in Area VI.

FRENCH

Assistant Professor Richardson; Mr. Womble.

Concentration Thirty credit hours of French courses, as approved by the major advisor. At least 18 credit hours are to be from courses numbered 300 and above; included must be French 325, 326, and 460 or 461-462.

Prerequisites for courses 300 and above are French 201 and 202 or equivalent, or permission of instructor.

French 315, 316 or equivalent is prerequisite to all other courses in French literature except French 313.

101, 102 ELEMENTARY FRENCH

Terms I and III / 3, 3 Hrs. / Womble

Presentation of the basic structure of the language; first term emphasis on the spoken language; third term, the use of the written language for communication and comprehension. French 101 may fulfill distributed requirements, Area II, upon satisfactory completion of French 102.

103 PREPARATORY FRENCH

Term III / 3 Hrs. / Richardson

One semester course designed for students who wish to continue the language at the intermediate level but who are insufficiently prepared.

201 INTERMEDIATE FRENCH

Terms I and III / 3 Hrs. / Staff

Reading of literary selections and materials on civilization with discussions in French on works being read. Intensive work in the oral language. PREREQUISITE: French 102; 103 or equivalent.

202 INTERMEDIATE FRENCH

Terms I and III / 3 Hrs. / Staff

Reading of literary selections and structure of the language; written and oral composition. PREREQUISITE: French 102; 103 or equivalent.

309 FRENCH CONVERSATION

Term II / 3 Hrs. / Richardson, Womble

Oral training accompanied by regular practice in the language laboratory; oral reports and discussions assigned in advance; conducted in French.

[310] FRENCH COMPOSITION

Alternate years; offered 1972-73 / 3 Hrs. / Richardson

Oral and written translations and review of grammar to increase the student's proficiency in the use of the language; conducted mainly in French.

313 IMPORTANT WORKS OF FRENCH LITERATURE

Term I / 3 Hrs. / Richardson

Consideration of major literary works from various periods of French literature, chosen for their value as contributions to world literature.

NOTE: Students may elect this course as Literature 313c, Studies in a National Literature. PREREQUISITE: English 209.

315, 316 INTRODUCTION TO FRENCH LITERATURE

315, Term I; 316, Term III / 3, 3 Hrs. / Richardson

Selections to be read are chosen from important authors of the various periods, studied for content and style, as a reflection of the period and as a phase in the development of the literature. PREREQUISITE: French 315 for French 316.

[317] MEDIEVAL AND RENAISSANCE LITERATURE

Alternate years; offered 1972-73 / 3 Hrs. / Richardson

Development of French literature from *The Chanson de Roland* to 1800; selections chosen to illustrate the characteristic literary forms and works of major writers.

[318] SEVENTEENTH CENTURY LITERATURE

Alternate years; offered 1972-73 / 3 Hrs. / Richardson

Origins and theories of French classicism; selections from works of major authors particularly Descartes, Pascal, Corneille, Racine, Moliere, La-Fontaine, Boileau, and Madame de La Fayette.

[319] EIGHTEENTH CENTURY LITERATURE

Alternate years; offered 1972-73 / 3 Hrs. / Staff

Reading and analysis of texts selected from the Age of Enlightenment; emphasis on Rousseau, Voltaire, Montesquieu, and Diderot.

325 NINETEENTH CENTURY LITERATURE: ROMANTICISM

Term I / 3 Hrs. / Womble

Study of the literary movements of the first half of the century, with emphasis on romanticism in works of prose, poetry, and drama.

326 NINETEENTH CENTURY LITERATURE: REALISM AND NATURALISM

Term III / 3 Hrs. / Womble

Literary movements of the last half of the century; emphasis on the development of realism and naturalism and the reaction to these; class conducted in French.

341 TWENTIETH CENTURY LITERATURE: PROSE WRITERS

Term I / Alternate years; offered 1971-72 / 3 Hrs. / Womble

Novelists and essayists including Gide, Proust, Mauriac, Sartre, Simone de Beauvoir, Camus; also the new novel.

342 TWENTIETH CENTURY LITERATURE: DRAMA AND POETRY

Term III / Alternate years; offered 1971-72 / 3 Hrs. / Staff

Including works of Claudel, Giraudoux, Cocteau, Anouilh, Sartre; also Theatre of the Absurd; poetry of Valery, Appollinaire, and the surrealists.

442 PROBLEMS IN TEACHING MODERN LANGUAGE (FRENCH)

Term III / 1 Hr. / Staff

Required for students in the secondary education program, taken concurrently with Education 442; designed to give special attention to problems and techniques found in the teaching of modern languages. One hour per week throughout the term.

451 ADVANCED COMPOSITION: WRITTEN AND ORAL

Term I / 3 Hrs. / Richardson

Course designed for prospective teachers; review of structure and sounds of the language; written and oral compositions; preparation and presentation of material using modern techniques of language instruction.

Admission by permission of the instructor

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452 DIRECTED READINGS IN FRENCH LITERATURE

Offered on demand / 3 HRS. / STAFF

Intensive reading and study in an area of literature chosen by the student to give a more thorough study of an author or area than is possible in courses of wider content.

Admission by permission of the instructor

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460 INDEPENDENT STUDY IN FRENCH

Terms I and III / 3 HRS. / STAFF

A one semester study of a topic of special interest to the student. A presentation of the topic, written in French, must be defended orally before a review committee.

461-462 INDEPENDENT STUDY IN FRENCH

Terms I and III / 1-3 or 4 HRS. / STAFF

A two term study of a topic of special interest to the student. A presentation of the topic, written in French, must be defended orally before a review committee.

GERMAN

Assistant Professor Hostettler.

Concentration Thirty credit hours of German courses, of which at least 18 credit hours are numbered 300 and above including 460 or 461-462.

Prerequisite Prerequisites for courses 300 and above are German 201 and 202 or their equivalents, or permission of the instructor.

101, 102 ELEMENTARY GERMAN

101, Term I; 102, Term III / 3, 3 HRS. / HOSTETTLER

Development of aural comprehension, speaking, reading, and writing of idiomatic German. German 101 may fulfill distributed requirements, Area II, upon satisfactory completion of German 102.

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201 INTERMEDIATE GERMAN

Term I / 3 Hrs. / Hostettler

Review of the basic structure of the language and the presentation of the finer points of grammar, syntax, and idiom; continuation of training in reading and pronunciation and perception of the spoken language. PREREQUISITE: German 101, 102 or equivalent.

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202 INTERMEDIATE GERMAN

Term III / 3 Hrs. / Hostettler

Study of German, Austrian, and Swiss civilization. Reading of contemporary short stories. PREREQUISITE: German 201 or equivalent or permission of the instructor.

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313 IMPORTANT WORKS IN GERMAN LITERATURE

Term I / 3 Hrs. / Hostettler

Major dramatists from the 18th century, including Lessing, Goethe, Schiller, and Kleist; writers of prose from the 19th century, including Novalis, Eichendorff, Keller, Meyer, Büchner, Hauptmann, Mann, Kafka. Hesse; conducted in English.

NOTE: Students may elect this course as Literature 313b, Studies in a National Literature. PREREQUISITE: English 209.

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[314] GERMAN LITERATURE OF THE NINETEENTH CENTURY

3 Hrs. / Hostettler

Study in depth of prose and dramatic works of the realistic, naturalistic, and symbolistic periods; conducted in German.

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[315] CONTEMPORARY GERMAN PROSE

3 Hrs. / Hostettler

Study of the selected prose writing of Kafka, Borchert, Böll, Benn, Langgässer, Aichinger, and Gunther Grass; conducted in German.

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[316] CONTEMPORARY GERMAN DRAMA

3 Hrs. / Hostettler

Study of selected dramatic works of Brecht, Frisch, Dürrenmatt, Hochhuth, and Weiss; conducted in German. PREREQUISITE: German 201, 202 or equivalent.

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321 GERMAN CONVERSATION AND COMPOSITION

Term I / 3 HRS. / HOSTETTLER

Training in the use of idiomatic German; oral and written reports with continued stress on pronunciation and correct modes of expression.

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322 ADVANCED GERMAN CONVERSATION AND COMPOSITION

Term III / 3 HRS. / HOSTETTLER

Discussions and reports, oral and written, based on German, Swiss, and Austrian newspaper and magazine articles and contemporary short stories. PREREQUISITE: German 321 or permission of the instructor.

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400 DIRECTED READINGS IN GERMAN LITERATURE

Offered on sufficient demand / 3 HRS. / HOSTETTLER

A one term reading course with reports in German, used to supplement areas of interest or need in the student's course of study.

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442 PROBLEMS IN TEACHING MODERN LANGUAGE (GERMAN)

Term III / 1 HR. / HOSTETTLER

Required for students in the secondary education program, taken concurrently with Education 442. Designed to give special attention to problems and techniques found in the teaching of modern languages. One hour per week throughout the term.

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[450] GERMAN FOLKLORE

3 HRS. / HOSTETTLER

Introduction to German folklore traditions, including study of ballads, folktales, customs, and art forms. Readings of "Grimms Marchen, Sagen, and Des Knaben Wunderhorn."

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451 STILISTICS

Offered on sufficient demand / 3 HRS. / HOSTETTLER

Analysis of the structure and phonetics of German; practice with oral presentation and composition of reports and essays; conducted in German. Admission by permission of the instructor.

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460 INDEPENDENT STUDY IN GERMAN

Term I / 3 HRS. / HOSTETTLER

A one term study of a topic of special interest to the student. A presentation of the topic, written in German, must be defended orally before a review committee.

461-462 INDEPENDENT STUDY IN GERMAN

Terms I and III / 1-3 or 4 HRS. / HOSTETTLER

A two term study of a topic of special interest to the student. A presentation of the topic, written in German, must be defended orally before a review committee.

RUSSIAN

Professor Weiant.

Concentration Russian Studies: Twelve credit hours of Russian courses numbered 300 and above, including 460 or 461-462; and History 317.

Prerequisites for courses 300 or above are Russian 201, 202 or their equivalent or permission of the instructor.

101, 102 ELEMENTARY RUSSIAN

101, Term I; 102; Term III / 3, 3 HRS. / WEIANT

Basic structure of Russian with emphasis on correct pronunciation and training in reading and writing in Cyrillic alphabet; introduction to Soviet life and culture. Russian 101 may fulfill distributed requirements, Area II, upon satisfactory completion of Russian 102.

201, 202 INTERMEDIATE RUSSIAN

201, Term I; 202, Term III / 3, 3 HRS. / WEIANT

Review of basic structure of Russian; advanced study of grammar, syntax, use of idiom and word formation; readings in Russian literature and modern Soviet works. PREREQUISITE: Russian 102 or equivalent.

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[305] RUSSIAN PROSE

3 HRS. / WEIANT

Practical training in reading Russian to acquire a large vocabulary based on analysis of word roots, mastery of the more complex forms of syntax, and an awareness of style; compositions and oral reports in Russian.

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306 RUSSIAN POETRY

Term I / 3 HRS. / WEIANT

Essentials of Russian versification with readings from works of Pushkin, the symbolists, and leading poets of the Soviet period; continued emphasis on vocabulary development as well as memorization and practice in phonetics and intonation; oral recitation and translation into Russian and English prose.

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[311] RUSSIAN LITERATURE OF THE SOVIET PERIOD

Alternate years; offered 1972-73 / 3 HRS. / WEIANT

Basic theme is that of much 20th century literature: the fate of the individual in modern mass society; readings include works by important Soviet and emigré writers; class conducted in English; most readings and reports in Russian.

NOTE: Students may elect to take this course as Literature 311e, Studies in Literature and History. Readings will be done in translation and written reports in English. PREREQUISITE: English 209.

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312 DOSTOYEVSKY

Term III / 3 HRS. / WEIANT

Examination of the basic problems of human existence raised by Dostoyevsky in his novels; class conducted in English; some readings and reports in Russian.

NOTE: Students may elect to take this course as Literature 312d, Studies in Individual Authors. Readings will be done in translation and written reports in English. PREREQUISITE: English 209.

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[313] MASTERPIECES OF RUSSIAN LITERATURE

Offered 1972-73 / 3 HRS. / WEIANT

Major emphasis on Russian literary achievements of the 18th and 19th centuries, with special attention given to the works of Pushkin, Gogol, Dostoyevsky, Tolstoy, and Chekhov.

NOTE: Students may elect to take this course as Literature 313d, Studies in a National Literature. Readings will be done in translation and written reports in English. PREREQUISITE: English 209.

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460 INDEPENDENT STUDY IN RUSSIAN

Terms I and III / 3 Hrs. / Weiant

A one term study of a topic of special interest to the student. A presentation of the topic, written in Russian, must be defended orally before a review committee.

461-462 INDEPENDENT STUDY IN RUSSIAN

461, Term I; 462, Term III / 1-3 or 4 Hrs. / Weiant

A two term study of a topic of special interest to the student. A presentation of the topic, written in Russian, must be defended orally before a review committee.

SPANISH

Associate Professor Kirby; Assistant Professor Hopper; Mrs. Lopez.

Concentrations Spanish: Thirty credit hours of Spanish courses, of which at least 18 credit hours are from Spanish courses numbered 300 and above including 460 or 461-462.

Latin-American Studies: Spanish 301, 302, 322, 431, 432, 464, or 465-466; History 307; Art 308; and six hours of courses 300 level or above, in economics, history and political science, and sociology, as approved by the major advisor. Language courses numbered 300 or above are taught in Spanish.

Prerequisite Prerequisites for courses 300 or above are 201 and 202 or their equivalent or permission of the instructor.

101, 102 ELEMENTARY SPANISH

101, Term I; 102, Term III / 3, 3 Hrs. / Lopez

Presentation of basic grammatical structure with emphasis on correct oral and written use of the language; introduction to the civilization of Latin America. Spanish 101 may fulfill distributed requirements, Area II, upon satisfactory completion of Spanish 102.

103 PREPARATORY SPANISH

Term III / 3 Hrs. / Kirby, Lopez

One term course designed for students who wish to continue the language at intermediate level but who are insufficiently prepared.

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201 INTERMEDIATE SPANISH

Terms I and III / 3 HRS. / HOPPER

Review and more advanced study of the language with emphasis placed on structure and the written expression of thoughts. PREREQUISITE: Spanish 101, 102, 103; or equivalent.

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202 INTERMEDIATE SPANISH

Terms I and III / 3 HRS. / KIRBY

Review and more advanced study of the language with emphasis placed on oral use; introduction to the civilization of Spain; reading of short literary selections. PREREQUISITE: Spanish 201 or equivalent.

301, 302 STUDY OF HISPANIC LITERATURE

301, Term I; 302, Term III / 3, 3 HRS. / LOPEZ

Introduction to Spanish literature, its historical background, and important trends developed through reading and discussion of significant works.

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[315] NINETEENTH CENTURY DRAMA

Alternate years; offered 1972-73 / 3 HRS. / HOPPER

Study of the romantic period, thesis play, satire on social customs, and the *genero chico* through readings from outstanding authors and recordings of plays; class conducted in Spanish.

Admission by permission of the instructor

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316 NINETEENTH CENTURY NOVEL

Term III / Alternate years; offered 1971-72 / 3 HRS. / HOPPER

Stylistic and *costumbrista* study through readings and discussions of the outstanding Spanish authors of regional novels and short stories.

Admission by permission of the instructor

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321 SPANISH CONVERSATION

Term I / 3 HRS. / LOPEZ

Advanced training in speaking, report making, and comprehension; continued stress on pronunciation, intonation, and on correct modes of expression.

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322 ADVANCED SPANISH CONVERSATION

Term III / 3 Hrs. / Kirby

Current socio-political problems of Latin America discussed through the works of Latin-American essayists and short story writers. PREREQUISITE: Spanish 201; 202; 321; or permission of the instructor.

400 DIRECTED READINGS IN SPANISH OR LATIN AMERICAN LITERATURES

Terms I and III / 2 or 3 Hrs. / Hopper

A one term readings course with reports in Spanish, to supplement student's course of study.

[402] CONTEMPORARY SPANISH LITERATURE

Alternate years; offered 1972-73 / 3 Hrs. / Kirby

Literature and ideas of 20th century from the "Generation of 1898" to the present; influence of history on the literature; stylistic analysis of works of the authors studied.

[423] DRAMA OF THE GOLDEN AGE

Alternate years; offered 1972-73 / 3 Hrs. / Kirby

Literary background of the Golden Age; reading and evaluation of masterpieces of drama.

Admission by permission of the instructor

424 CERVANTES

Term I / Alternate years; offered 1971-72 / 3 Hrs. / Hopper

Study of works of Cervantes, with emphasis on *Don Quihote* and the *Novelas Ejemplares.*

Admission by permission of the instructor

431, 432 SPANISH AMERICAN LITERATURE I AND II

431, Term I; 432, Term III / Alternate years; offered 1971-72 / 3, 3 Hrs. / Kirby

Chronological development of Spanish-American literature; readings reflect history, culture, and social and literary trends.

Admission by permission of the instructor

[433] THE CONTEMPORARY THEATRE

Alternate years; offered 1972-73 / 3 HRS. / HOPPER

Study of the tendencies and dramatic works from the "Generation of 1898" and modernism, the contemporary theatre in Spain and Latin America.

Admission by permission of the instructor

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442 PROBLEMS IN TEACHING MODERN LANGUAGE (SPANISH)

Term III / 1 HR. / KIRBY

Required for students in the secondary education program, taken concurrently with Education 442. Designed to give special attention to problems and techniques in teaching of modern languages. One hour a week throughout the term.

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451 ADVANCED GRAMMAR AND COMPOSITION

Term I / 3 HRS. / KIRBY

A systematic review and a more advanced study of the grammatical structure of the language; and introduction into the evolution of Spanish; oral and written application of the principles studied to increase fluency.

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460 INDEPENDENT STUDY IN SPANISH

Terms I and III / 3 HRS. / STAFF

A one term study of a topic of special interest to the student. A presentation of the topic, written in Spanish, must be defended orally before a review committee.

461-462 INDEPENDENT STUDY IN SPANISH

461, Term I; 462, Term III / 1-3 or 4 HRS. / STAFF

A two term study of a topic of special interest to the student. A presentation of the topic, written in Spanish, must be defended orally before a review committee.

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464 RESEARCH IN LATIN AMERICAN STUDIES

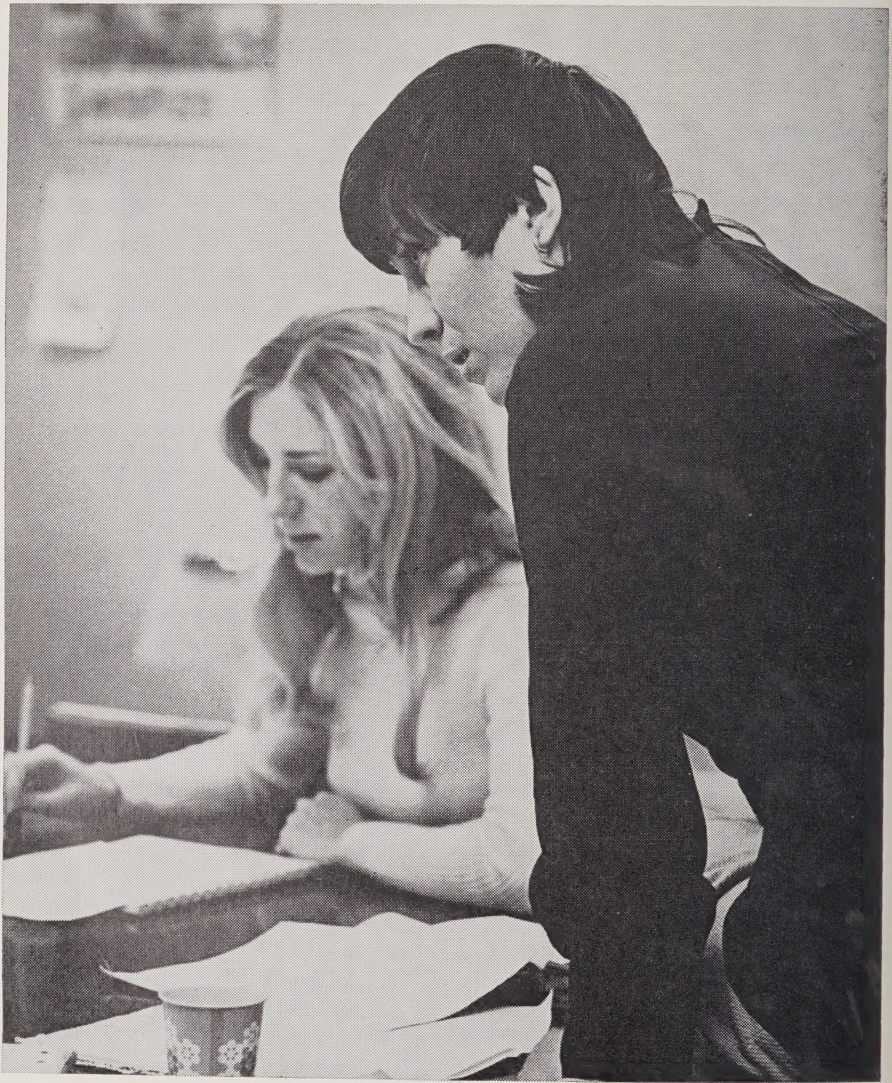
Terms I and III / 3 HRS. / STAFF

A one term research project for students concentrating in Latin American Studies. A presentation of the project, written in Spanish, must be defended orally before a review committee.

465-466 RESEARCH IN LATIN AMERICAN STUDIES

465, Term I; 466, Term III / 1-3 or 4 Hrs. / Staff

A two term research project for students concentrating in Latin American Studies. Presentation of project, written in Spanish, must be defended orally before a review committee.



HISTORY

Professor Preyer; Professor Reichard; Professor Weiant; Assistant Professor Davis; Assistant Professor Jacobs; Mrs. Little.

Courses are designed to help the student understand the forces which influence the conduct of human affairs. The discipline draws upon many fields of knowledge and assists students to develop perspective and objectivity. Concentration in history provides training for careers in teaching, in foreign service and government, in law, in library work with archives, and in interpretative journalism.

Concentration Thirty credit hours in history. At the 100-200 level one course is required in each of the following fields: ancient and medieval history; modern European history; and American history. At the 300-400 level at least two additional courses in one of the above fields are required. All seniors must take 440 Research Problems in History.

Honors in History Outstanding majors will be invited by the department to participate in a program of special study which if successfully completed will result in graduation with *Honors in History*.

Distributed Requirements The requirement, Area III, is met by any course except those numbered 420 and above.

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111 THE ANCIENT WORLD

Term I / 3 Hrs. / Jacobs

A survey of ancient Near-Eastern, Greek, and Roman history with emphasis on the distinctive features characteristic of each civilization.

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112 MEDIEVAL EUROPE

Term III / 3 Hrs. / Jacobs

A survey of the rise and development of Medieval Europe from the 4th to the 15th century. The major concern is Western Europe, with a secondary emphasis on Islam and the Byzantine East.

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113 MODERN EUROPE

Terms I and III / 3 HRS. / REICHARD

A survey of the intellectual, economic and political developments of Modern Europe, beginning in the Enlightenment and continuing through the 1960's with emphasis on European relations with the non-European world.

203 THE UNITED STATES TO 1865

Terms I and III / 3 HRS. / DAVIS, PREYER

Rise of an American tradition; establishment of a nation; economic developments; expansion and sectional controversy.

204 THE UNITED STATES SINCE 1865

Terms I and III / 3 HRS. / DAVIS, PREYER

Reconstruction; settling the West; the triumph of business; reform movements and foreign affairs; the New Deal era; the Cold War era.

301 ENGLISH HISTORY TO 1689

Term I / 3 HRS. / LITTLE

A study of the political, cultural, social, and economic growth of England up to the Revolution of 1688-1689, with emphasis on the development of Parliament and the Tudor and Stuart periods.

302 ENGLISH HISTORY AFTER 1689

Term III / 3 HRS. / LITTLE

A continuation of History 301, with emphasis on the growth of the Empire, the evolution of cabinet government, and the Commonwealth of Nations.

307 HISTORY OF LATIN AMERICA

Term I / 3 HRS. / REICHARD

An introduction to the history of Latin America from colonial times through liberation and national periods to the present day.

317 HISTORY OF RUSSIA

Term I / Alternate years; offered 1971-72 / 3 HRS. / WEIANT

Cultural heritage of Kievan Russia; Muscovy and the origins of the autocratic state; St. Petersburg, imperial capital and cradle of revolution; the new Leninist autocracy and the emergence of the USSR as a world power.

[320] HISTORY OF THE FAR EAST

Alternate years / 3 Hrs. / Reichard

An introduction to the history of China and of Japan from early times, including the traditional civilization of each, to recent times.

324 HISTORY OF AFRICA

Term III / 3 Hrs. / Reichard

An introduction to African history from earliest times through the slave trade, the era of imperialism, and the post-liberation period; emphasis upon West Africa.

[377] ANCIENT GREECE

Alternate years; offered 1972-73 / 3 Hrs. / Jacobs

The Golden Age of 5th century Athens examined and evaluated in the light of the basic features of ancient Greek civilization.

378 ANCIENT ROME

Term I / Alternate years; offered 1971-72 / 3 Hrs. / Jacobs

Revolutionary change in the Late Republic and Early Empire examined and evaluated in the light of the basic features of the ancient civilization of Rome.

379 TOPICS IN MEDIEVAL HISTORY

A study of basic issues in medieval history which exert a continuing influence on modern man; conducted on a colloquium basis.

A subtitle will be used to indicate the topic each time the course is offered. May be taken no more than twice with different subtitles.

[379a] CHURCH AND STATE IN THE MIDDLE AGES

3 Hrs. / Jacobs

[379b] THE CITY IN THE MIDDLE AGES

3 Hrs. / Jacobs

379c EDUCATION IN THE MIDDLE AGES

Term III / 3 Hrs. / Jacobs

380 RENAISSANCE AND REFORMATION

Term III / 3 Hrs. / Jacobs

A study of the Renaissance and the Reformation within the setting of the transition from Medieval Europe to Modern Europe.

382 HISTORY OF AUSTRIA

Summer / 3 Hrs. / Offered only in the Queens College European Program, The Institute of European Studies, Vienna, Austria

The rise of Austria under the Hapsburgs, the problems of multiple nationalities and the factors which led to the collapse of Austria-Hungary in 1918.

[385] EUROPEAN HISTORY, 1789-1848

Alternate years; offered 1972-73 / 3 Hrs. / Reichard

Study of the forces of continuity and change in European history from the French Revolution to the revolutions of 1848.

386 EUROPEAN HISTORY, 1848-1918

Term I / Alternate years; offered 1971-72 / 3 Hrs. / Reichard

Political, social, and economic history of Europe from the revolutions of 1848 through the First World War. Particular emphasis on Germany, Russia, and France.

388 EUROPE SINCE THE FIRST WORLD WAR

Term III / Alternate years; offered 1971-72 / 3 Hrs. / Reichard

Emphasis on the rise of totalitarianism, the Second World War, and the post-war era.

390 INDIVIDUALS AND GENERATIONS

Term III / Alternate years; offered 1971-72 / 3 Hrs. / Preyer

Biographical approach to American history; the impact of historical forces upon the attitudes and actions of different generations.

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[391] AMERICAN RADICALS AND RADICALISM

Alternate years; offered 1972-73 / 3 HRS. / DAVIS

An effort to define the nature and role of American radicalism through a survey of the major radical movements of the American past.

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[392] AMERICAN WOMEN: LEADERS AND MOVEMENTS

Alternate years; offered 1972-73 / 3 HRS. / DAVIS

Review of the role of women in the history of American society and politics.

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393 MAIN CURRENTS IN SOUTHERN HISTORY

Term I / 3 HRS. / PREYER

Emphasis is on the economic, cultural, and intellectual forces that have shaped the thinking and actions of the South.

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394 AFRO-AMERICAN HISTORY

Term III / Alternate years; offered 1971-72 / 3 HRS. / PREYER

A study of key periods and issues in the history of the Afro-American. Emphasis will be upon the problems faced, the different responses made to them, and the consequences and significance of this heritage for both blacks and whites.

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[397] THE UNITED STATES IN THE TWENTIETH CENTURY

Alternate years; offered 1972-73 / 3 HRS. / DAVIS

The domestic history of America from 1919 to the present; stress placed on problems of economic regulation, social legislation, national power, and civil rights.

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399 AMERICAN DIPLOMATIC HISTORY

Term I / Alternate years; offered 1971-72 / 3 HRS. / DAVIS

Major themes in the history of American diplomacy since 1898 with emphasis on their applications, modification, and development in relation to America's increased responsibilities as a world power.

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[420] HISTORY SEMINAR

Alternate years; offered 1972-73 / 3 HRS. / PREYER

Theories concerning causation, pattern, and meaning in history; conducted on a colloquium basis.

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424 INTERPRETATIONS IN AMERICAN HISTORY

Term III / Alternate years; offered 1971-72 / 3 HRS. / DAVIS

Readings in historiography; study of American historians, their interpretations, ideas, and achievements; Parkman and Bancroft through Beard and Turner to Hofstadter and Schlesinger.

440 RESEARCH PROBLEMS IN HISTORY

Terms I and III / 3 HRS. / STAFF

Course designed to provide training and practice in historical research and writing; required papers on different aspects of a common topic in history.

449 DIRECTED READINGS IN HISTORY

Terms I and III / 3 HRS. / STAFF

Independent investigation of a topic through a program of directed readings; oral examination conducted by department members.

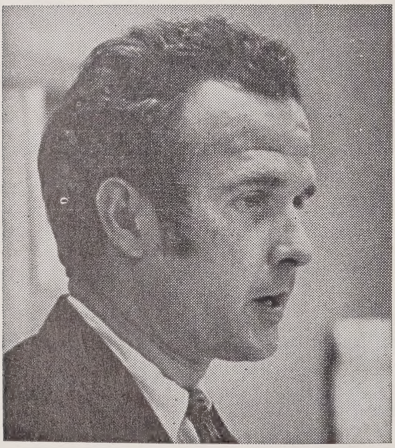
Open to students by permission of the department only

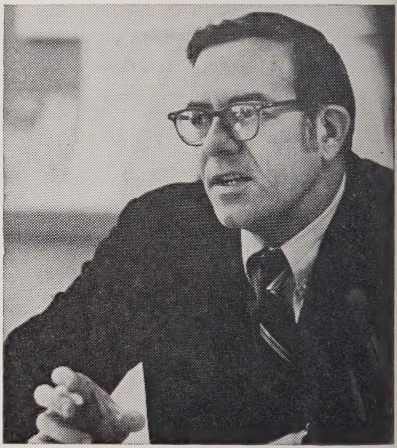
450 INDEPENDENT STUDY IN HISTORY

Terms I and III / 3 HRS. / STAFF

Independent investigation of a topic through the writing of a research paper; oral examination conducted by department members.

Open to students by permission of the department only





INTERDISCIPLINARY STUDIES

Contemporary Affairs Queens offers a series of interdisciplinary seminars on contemporary affairs primarily for students in the sophomore year. Subjects are announced annually.

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200 INTERDISCIPLINARY STUDIES (BLACK STUDIES)

Term III / 3 HRS. / REICHARD, BRADLEY

An interdisciplinary course in a major contemporary issue, offered in response to student and faculty interest. Credit as elective only.

Science INTERDISCIPLINARY SCIENCE I, II

I, Terms I and II; II, Term III / 3, 3 HRS. / STAFF

An integrated perspective of science; study of selected topics such as systems of measurement, the expanding universe, the earth, levels of organization of matter, origin of life, population, pollution, natural resources, atomic energy, etc.; the role of science in the development of civilization and in the current scene.

Course will be taught by a team of instructors from the biology, chemistry, and physics departments, and is intended primarily for non-science majors. PREREQUISITE: Interdisciplinary Science I for Interdisciplinary Science II.

Two hours lecture, two hours laboratory a week.

MATHEMATICS

Professor Fusaro; Professor Hoyle; Associate Professor Jenkins.

The department of mathematics presents both the pure and applied aspects of the discipline.

The courses 102, 201 serve as preparation for further work in mathematics and science. The course 105 is appropriate for general education and is suitable for students concentrating in the behavioral sciences. The student concentrating in mathematics can choose a program that will prepare her to teach at the secondary school level, to go into actuary or computer work, or to go to graduate school.

The department manages a computer center and has direct access to a third generation computer (the IBM 360, Model 75). The computer center is equipped with a teletypewriter for tape input, an IBM 1050 for card input, and Wang electronic calculators.

Concentration Mathematics 102, 201, 202, 301, 302, 303, and 12 hours selected from upper level mathematics courses. Students should plan to take at least one course from each of the following major fields of mathematics: Algebra (401); Analysis (415, 416); Applied (405, 406, 409); Geometry/Topology (304, 307). Physics 101 and 102 are strongly recommended.

As a part of the concentration in mathematics, students planning to study for a graduate degree should include in programs Mathematics 307, 401, and 415.

Distributed Requirements All courses except 100 satisfy the distributed requirements, Area II; 101 is open only to students who have not presented for admission an algebra-trigonometry course.

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100 AN INTRODUCTION TO COMPUTERS AND PROGRAMMING

Terms I and III / 1 Hr. / Lanier

Tape and card input to the IBM 360; writing PL/I programs. The last two weeks will be spent working in conjunction with a faculty member on a specific problem. This course is on a Pass/No Record basis.

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101 AN INTRODUCTION TO MATHEMATICAL ANALYSIS

Term I / 3 HRS. / FUSARO

Sets; equations and inequalities; mathematical induction; relations, functions and their graphs; trigonometric functions.

This course is for students who plan to major in mathematics or the natural sciences but who do not have the preparation for Mathematics 102. Others will be admitted only by permission of the head of the department.

102 CALCULUS I

Terms I and III / 3 HRS. / JENKINS

Limits and continuity; the derivative and its applications, including curve-sketching and maximum/minimum problems; the law of the mean. PREREQUISITE: Mathematics 101 or its equivalent.

105 AN INTRODUCTION TO MODERN MATHEMATICS

Terms I, II, and III / 3 HRS. / HOYLE

Statements, connectives, truth-tables and valid arguments; sets and their relation to statements; partitions and counting problems; probability including conditional probability.

201, 202 CALCULUS II, III

Terms I and III / 3, 3 HRS. / HOYLE, JENKINS

The law of the mean; related rates; the definite integral; exponential and logarithmic functions; circular and hyperbolic functions; L'Hospital's rule; formal integration; surfaces and curves; vector functions; partial derivatives. PREREQUISITE: Mathematics 102 or its equivalent.

206 STATISTICAL METHODS

Term III / 3 HRS. / JENKINS

Introduction to the concept of statistical inference with emphasis on applications using the normal, t, chi-square, and F distributions. Primarily for persons concentrating in the behavorial or social sciences. PREREQUISITE: Mathematics 101, 102, or 105.

301, 302 MULTIVARIATE CALCULUS WITH DIFFERENTIAL EQUATIONS I, II

301, Term III; 302, Term I / 3, 3 Hrs. / Fusaro

Multiple integrals; series; tangent fields; series solutions of equations; exact and first order linear equations; homogeneous and nonhomogeneous linear equations with constant coefficients; systems of equations. PREREQUISITE: Mathematics 202.

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303 LINEAR ALGEBRA AND COORDINATE GEOMETRY

Terms I and III / 3 Hrs. / Hoyle

Coordinate geometry; vectors and three-dimensional geometry; matrices and determinants; linear transformations. PREREQUISITE: Mathematics 102.

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304 COLLEGE GEOMETRY

Term I / 3 Hrs. / Fusaro

Modern approach to the study of Euclidean and non-Euclidean geometries, including incidence and affine geometries; designed especially for students preparing to teach.

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[307] INTRODUCTION TO TOPOLOGY

3 Hrs. / Staff

Introductory study of point-set topology, including open sets, continuity, topological spaces, homeomorphism, connectedness, and compactness. PREREQUISITE: Mathematics 201.

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401 AN INTRODUCTION TO MODERN ALGEBRA

Term I / 3 Hrs. / Hoyle

Presentation of the theory of integral domains, fields, groups, rings, vector spaces, matrices, and other selected topics. PREREQUISITE: Mathematics 202.

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405 INTRODUCTION TO PROBABILITY AND MATHEMATICAL STATISTICS

Term I / 3 Hrs. / Jenkins

Introductory study of probability as a mathematical system; random variables and distribution functions; mathematical models; testing hypotheses; estimation of parameters. PREREQUISITE: Mathematics 202.

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406 STATISTICAL INFERENCE

Term II / 3 Hrs. / Jenkins

Study of the relation of sample to population with the consideration of statistical problems such as testing of hypotheses, estimation, and experimental design. PREREQUISITE: Mathematics 202.

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409 NUMERICAL ANALYSIS

Term III / 3 Hrs. / Fusaro

Roots of algebraic and transcendental equations; the difference calculus and interpolation; matrix inversion and eigen-values; initial-value problems for differential equations. PREREQUISITE: Mathematics 302; may be taken concurrently.

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415 INTRODUCTION TO REAL VARIABLE THEORY

Term III / 3 Hrs. / Fusaro

The real numbers; set theory; metric spaces; Euclidean spaces; uniform continuity; series of functions; the Riemann-Stieltjes integral. PREREQUISITE: Mathematics 302; may be taken concurrently.

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[416] INTRODUCTION TO COMPLEX ANALYSIS

3 Hrs. / Staff

Algebra and geometry of complex numbers; analytic functions; contour integrals; Taylor and Laurent series; conformal mappings. PREREQUISITE: Mathematics 302; may be taken concurrently.

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425 MATHEMATICS SEMINAR

Term II / 3 Hrs. / Fusaro

Seminar in advanced topics of mathematics.

Open to seniors in the mathematics department with permission of the instructor. PREREQUISITE: Mathematics 302.

MUSIC

Professor Stegner; Professor May; Associate Professor Calder; Associate Professor Eagle; Associate Professor Morrison; Assistant Professor Hargett; Assistant Professor Lammers; Assistant Professor Sica.

The music department puts emphasis upon the individual purpose of each student whether she is pursuing music as a professional career, developing a special ability, studying to become a teacher, or is interested in music as a part of her liberal education. Small classes allow personal attention, and students receive private instruction under teachers who are performing artists. Ensemble work is stressed through participation in the musical organizations of the college. The more advanced students have many opportunities for group and solo performances in the city of Charlotte through local organizations such as the Charlotte Opera Association, the Oratorio Singers, the Charlotte Symphony Orchestra, and church choirs.

Concentration Bachelor of Arts

Forty credit hours in music including Music 100, 103, 104, 113, 114, 203, 204, 213, 214, 307, 308, 407; Physics 103; at least two years of ensemble work* (choir, chorus, and/or instrumental ensemble); attendance at public recitals of students and faculty; and at least one credit hour of private training in applied music for four terms. At least 18 of the 40 hours shall be in courses numbered 300 and above. The following fields can be elected for special emphasis under this degree: general music, applied music, history and literature, sacred music, and theory.

Concentration Bachelor of Music

Candidates are required to fulfill the same distributed requirements as those required of all liberal arts candidates. Also required are Music 100, 103, 104, 113, 114, 203, 204, 213, 214, 307, 308, 320, 407; Physics 103; six to eight credit hours ensemble work (choir, chorus and/or instrumental ensemble); attendance at public recitals of students and faculty; and the following:

1. In Applied Music: Thirty-eight additional hours of music apportioned as follows: 21 to 24 hours in a chosen instrument,

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*Credit hours gained in courses marked with an asterisk may not be counted toward the 40 hours music concentration or the 114 hours for graduation under the B.A. program in music.

half-recital in junior year, Music 400, 413-414 (piano majors only), three to six additional hours in music courses, and four additional hours (in four terms) in other applied music. At the end of the sophomore year a qualifying examination will be given in the major applied area.

2. In Music Education: Music 75, 95, 321-322, 415, 416, and no less than 14 credit hours in a major performance area and four credit hours in a minor performance area. (See music bulletin for musical and technical standards in performance areas.)

3. In Piano Pedagogy: Fifteen to 17 credit hours in piano (including Music 95, Functional Piano Class); Music 313-314, 413-414, 417-418; at least nine additional hours in music; Psychology 201, Education 202, and Psychology 309 or 319.

Distributed Requirements Distributed Requirement, Area VI, can be satisfied by Music 100, 103, 207, 315, 316, 317.

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100 INTRODUCTION TO MUSIC

Terms I and III / 3 Hrs. / Lammers, Stegner

Study of the basic materials of music, survey of the important composers, and examination of selected masterpieces with reference to cultural background; technical knowledge of music not necessary to enrollment.

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103 BEGINNING THEORY AND COMPOSITION I

Term I / 3 Hrs. / Eagle

Fundamentals of notation, tonality, scales and modes, interval and triadic structure. Elementary characteristics of melodic form. Two and three-voiced writing in the contrapuntal and harmonic style.

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104 BEGINNING THEORY AND COMPOSITION II

Term III / 3 Hrs. / Eagle

Four-part writing in a homophonic style using triadic structures and diatonic and chromatic leading-tone seventh chords. Harmonic sequence and modulation. Introduction to smaller forms. PREREQUISITE: Music 103.

113, 114 **ELEMENTARY SIGHTSINGING AND EAR-TRAINING**

113, Term I; 114, Term III / 1, 1 Hrs. / Calder

Study and application of techniques of music reading and identification of sound. Audition required. Grading is Pass/No Record for all students enrolled; exemption at any level.

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203 **INTERMEDIATE THEORY AND COMPOSITION I**

Term I / 3 Hrs. / Eagle

Part-writing using nondominant seventh chords and chromatic harmony. A study of basic homophonic and contrapuntal forms. Analysis and written exercises. PREREQUISITE: Music 104.

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204 **INTERMEDIATE THEORY AND COMPOSITION II**

Term III / 3 Hrs. / Eagle

A study of possibilities of melodic, harmonic, and tonal expansion. Compositional techniques of the 20th century; analysis and written exercises. PREREQUISITE: Music 203.

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207 **MUSIC IN AMERICA**

Term II / 3 Hrs. / Lammers

A survey of music and musical practices in the United States from colonial times to the present, with particular emphasis on those inherent qualities which have permeated America's serious and popular music over the past three centuries. No musical background necessary.

213, 214 **INTERMEDIATE SIGHTSINGING AND EAR-TRAINING**

213, Term I; 214, Term III / 1, 1 Hrs. / Calder

Study and application of techniques of music reading and identification of sound. Audition required. Grading is Pass/No Record for all students enrolled; exemption at any level.

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230 **MUSIC METHODS FOR ELEMENTARY TEACHERS**

Terms I and III / 2 Hrs. / Sica

Materials and methods of teaching music in the elementary school with emphasis on techniques of teaching music fundamentals, supervising performing activities, and helping the elementary child to become an intelligent listener. PREREQUISITE: Music 100 and some basic knowledge of the fundamentals of music theory and elementary piano playing demonstrated on examination, or by one term of private piano study.

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307 MUSIC FROM THE ANCIENT GREEKS THROUGH THE BAROQUE ERA

Term I / 3 Hrs. / Stegner

Study of the broad aspects of music in Western civilization from approximately 500 B.C. through the Baroque era; emphasis on representative composers and forms. PREREQUISITE: Music 100.

308 MUSIC IN THE CLASSICAL AND ROMANTIC ERAS

Term III and Queens European Program / 3 Hrs. / Stegner

Study of the newly perfected forms of orchestral, chamber, and keyboard music as found in the works of Haydn, Mozart, and the earlier Beethoven; and of the progression of the romantic element in music of the 19th century and composers involved. PREREQUISITE: Music 100.

313-314 ELEMENTARY PIANO PEDAGOGY AND MATERIALS

313, Term I; 314, Term III / 3-3 Hrs. / Hargett

Topics in methods, piano-readiness, musicianship, theory, technique, and interpretation as they pertain to the first four years of piano study; extensive survey and evaluation of pedagogical materials. Observation of piano teachers and supervised student teaching in piano at the elementary level. PREREQUISITE: Music 95 or permission of instructor.

315 MUSIC LITERATURE–CONGREGATIONS AND CHOIR

Term I / 3 Hrs. / Morrison

Study of all forms of church music; hymns, motets, anthems, responses, cantatas and oratorios; valuable to students who may be interested in any phase of church work.

316 CHURCH LITURGIES AND MUSIC

Terms I and III / 3 Hrs. / Morrison

Background and review of the liturgies and music of all branches of the Christian church beginning with the Hebrews and continuing with the Greek, Roman, Anglican, Lutheran, and Reformed faiths.

317 THE ORGAN IN CHURCH SERVICE

Term III / 3 Hrs. / Morrison

Instruction in church service playing with emphasis in repertoire, hymn playing, choir accompaniment, modulation, improvisation, and discussion of electronic organs in use today.

319 STUDY OF A COMPOSER

Term II / 3 Hrs. / Staff

Each term that this course is offered one composer will be selected for an in-depth examination of his life, works, style, and influence on his contemporaries and followers: 1971-72 Mozart. PREREQUISITE: Music 100. May be taken more than once with different sub-titles.

320 SEMINAR IN APPLIED ANALYSIS

Term II / 3 Hrs. / Eagle

Independent study and analysis of compositional techniques and formal styles of compositions studied in music literature and applied music classes. Class seminar meetings. PREREQUISITE: Music 204.

321, 322 METHODS FOR PUBLIC SCHOOL MUSIC TEACHERS

321, Term I; 322, Term III / 3, 3 Hrs. / Sica

Materials, theories, and techniques involved in teaching of all areas of music in the elementary, junior and senior high school; trips made to observe local school groups; instruments used in the general music program; class instruction in strings, woodwinds, brass, and percussion.

400 SENIOR RECITAL

Terms I, II, III / 1 Hr. / Staff

The preparation and performance of a full public solo recital in the major instrument. Grading is Pass/No Record for all students enrolled.

407 MUSIC LITERATURE OF THE TWENTIETH CENTURY

Term I / 3 Hrs. / Lammers

Study of the development of music during the 20th century beginning with the works of Debussy and Mahler; aspects, means of expression, and present day tendencies examined and discussed through the use of contemporary masterpeices. PREREQUISITE: Music 100.

408 COMPOSITION

Term III / 3 Hrs. / Sica

Creative expression in various musical media based on a study of traditional and 20th century forms and techniques of composition; suitable compositions performed in workshop recitals. Admission by permission of the instructor.

413-414 ADVANCED PIANO PEDAGOGY AND LITERATURE

413, Term I; 414, Term III / 2-2 Hrs. / Lammers

For use in teaching the more advanced student; comprehensive survey of the literature of the piano, with discussion of musicianship; technique, theory, and interpretation. Students concentrating in piano pedagogy should take Music 417-418 concurrently.

415 CHORAL CONDUCTING AND ARRANGING

Term I / 3 Hrs. / Calder

Basic conducting techniques and choral arranging applied to the specific task of producing music with a choir. PREREQUISITE: At least one year of choir or chorus experience.

416 INSTRUMENTAL CONDUCTING AND ARRANGING

Term III / 3 Hrs. / Sica

Techniques of score reading and orchestral conducting as developed from a study and understanding of fundamentals of orchestration; laboratory experience in conducting.

417-418 SUPERVISED STUDENT TEACHING IN PIANO

417, Term I; 418, Term III / 1-1 Hrs. / Staff

Observation of piano teachers and supervised student teaching in piano at the elementary level. PREREQUISITE: Music 313-314.

450 ADVANCED STUDIES IN MUSIC

Terms I and III / 3 Hrs. / Staff

Students who have displayed unusual interest and scholarship in some specific phase of music and have been approved by the faculty in music may pursue this interest under the guidance of an appointed faculty member.

APPLIED MUSIC

170, 180 APPLIED MUSIC (For No Credit)
170, Term I; 180, Term III / No Credit / STAFF

One half-hour private lesson in piano, organ, strings, or voice and a one-hour weekly group repertoire or workshop session. Attendance at lessons and satisfactory work are expected at all times. See fee schedule in section on financial information.

†171, 181 PRIVATE INSTRUCTION IN APPLIED MUSIC and REPERTOIRE CLASS
171, Term I; 181, Term III / 1, 1 HRS. / STAFF

†172, 182 PRIVATE INSTRUCTION IN APPLIED MUSIC and REPERTOIRE CLASS
172, Term I; 182, Term III / 2, 2 HRS. / STAFF

†173, 183 PRIVATE INSTRUCTION IN APPLIED MUSIC and REPERTOIRE CLASS
173, Term I; 183, Term III / 3, 3 HRS. / STAFF

††371, 381 PRIVATE INSTRUCTION IN APPLIED MUSIC and REPERTOIRE CLASS
371, Term I; 381, Term III / 1, 1 HRS. / STAFF

††372, 382 PRIVATE INSTRUCTION IN APPLIED MUSIC and REPERTOIRE CLASS
372, Term I; 382, Term III / 2, 2 HRS. / STAFF

††373, 383 PRIVATE INSTRUCTION IN APPLIED MUSIC and REPERTOIRE CLASS
373, Term I; 383, Term III / 3, 3 HRS. / STAFF

(a) Piano, (b) strings, (c) organ, (d) voice, (e) other: the general aim of private instruction is development of all phases of performance: technique, style, musicianship, interpretation, and repertoire. Assignments to instructors are made by the chairman of the department, and students usually remain with the same instructor throughout the course of study. One hour of credit is given to students for each hour of daily practice during the term. Students registered for two or three credits per term receive 60 minutes of individual instruction and a one-hour weekly group repertoire or workshop session; students registered for one credit per term receive 30 minutes of individual instruction and a one-hour weekly group repertoire or workshop session. Only applied music majors under the bachelor of music degree program may register for three hours of credit per term. See fee schedule in section on financial information.

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†May be repeated for credit.

††Admission to upper level standing only by permission of music faculty or jury examination.

MUSIC CLASSES

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*51, 52 BEGINNERS PIANO CLASS

51, Term I; 52, Term III / 1, 1 Hrs. / Hargett

Two weekly sessions of 70 minutes each, in which classes are instructed in the beginning phases of piano playing. Elective for students with no previous training; regular practice required.

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*53, 54 INTERMEDIATE PIANO CLASS

53, Term I; 54, Term III / 1, 1 Hrs. / Hargett

One weekly session of 70 minutes in which classes are instructed in the intermediate phases of piano playing; regular practice required.

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*61, 62 BEGINNERS STRING CLASS

61, Term I; 62, Term III / 1, 1 Hrs. / Sica

Two weekly sessions of 70 minutes each, in which students are instructed in the beginning phases of violin, viola, and cello playing; regular practice required.

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*63, 64 INTERMEDIATE STRING CLASS

63, Term I; 64, Term III / 1, 1 Hrs. / Sica

One weekly session of 70 minutes in which students are instructed in the intermediate phases of violin, viola, and cello playing; regular practice required.

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*75 VOICE CLASS

Terms I and III / 1 Hr. / May

Two weekly sessions of 70 minutes each, in which students with little or no vocal training are instructed in the basic vocal principles, simple exercises, and songs; regular practice is required.

Required of all students concentrating in music education; should be taken as early as possible in the program of study; open to any student. Grading is Pass/No Record for all students enrolled.

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*81-82 CONCERT CHOIR

81, Term I; 82, Term III / 1-1 Hrs. / Calder

Admission by audition only; repertoire includes works from the 15th century through the contemporary period.

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*83, 84 CHORUS

83, Term I; 84, Term III / 1, 1 Hrs. / Calder

A choral organization for singers of average ability.

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*85, 86 ENSEMBLES: (a) PIANO (b) INSTRUMENTAL

85 (a) (b), Term I; 86 (a) (b), Term III / 1, 1 Hrs. /
(a) Staff, (b) Sica

(a) Work, discussion, and performance in the several aspects of the piano ensembles: duets, duo-pianos, vocal and instrumental accompanying.

(b) Work, discussion, and performance in chamber groups: sonatas, trios, quartets, beginning orchestra, or playing in the Charlotte Symphony.

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95 FUNCTIONAL PIANO CLASS

Terms I and III / 1 Hr. / Lammers

Includes procedures and skills for proficiency in reading, harmonization, and transposition at sight; materials for teaching elementary and secondary school music.

Open to any student with sufficient background but designed particularly for students majoring in some aspect of public school music or piano pedagogy. The class will meet for one-hour sessions twice a week. Grading is Pass/No Record for all students enrolled.

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*Credit hours gained in courses marked with an asterisk may not be counted toward the 40 hours music concentration or the 114 hours for graduation under the B.A. program in music.

PHILOSOPHY

Associate Professor Shumaker; Assistant Professor Bradley; Associate Professor Jacks.

Students in the department are trained to look upon life critically and sensitively through the process of reflective thinking. Philosophy touches many areas of the liberal arts; hence, its program is conceived broadly to provide links with the various elements of the general education program. Concentration provides a focus on the main ideas that have shaped Western and Oriental culture. Study may lead primarily to graduate work; however, it also provides a background applicable to a number of related practical fields such as literature and religion.

Concentration Philosophy 102, or 203, or 204; 205; 301; 302; 305; 310; and nine hours of other work in philosophy. Six hours of pertinent course work from another department is to be chosen in consultation with the major advisor.

Distributed Requirements All philosophy courses will meet the requirement in Area III.

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102 READINGS IN PHILOSOPHY

Term III / 3 Hrs. / Bradley

Discussion of the writings of the great philosophers including Plato, Aristotle, Descartes, Kant and selected modern and Oriental philosophers with emphasis on critical and sympathetic reading to assist the student to develop a philosophy.

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203 INTRODUCTION TO PHILOSOPHY

Term I / 3 Hrs. / Shumaker

Introductory study of the perennial questions of philosophy and the various methods by which philosophy has tried to answer them. (Section II of Philosophy 203H, Term I, is designated as an honors section open to Queens Scholars and also available to sophomores designated "Eligible for Honors.")

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204 PHILOSOPHY OF RELIGION

Term III / 3 Hrs. / Shumaker

Introductory study of some of the major areas of concern related to religious experience and values; development of a critical understanding of the nature of religion and such beliefs as God, freedom, evil, and the nature of man; and the relationship of religion to other human values.

205 ELEMENTARY LOGIC

Term I / 3 Hrs. / Bradley

Special emphasis on scientific method and inductive method of problem solving; deductive logic is considered as a part of inductive problems; the emphasis is on practical problem solving.

301 HISTORY OF WESTERN PHILOSOPHY: PART I ANCIENT AND EARLY MEDIEVAL

Term I / 3 Hrs. / Bradley

Historical treatment of problems of philosophy with a focus on great ideas that have shaped the course of Western thought; development of these ideas traced in the writings of great philosophers; ending with late medieval movements towards humanism.

302 HISTORY OF WESTERN PHILOSOPHY: PART II LATE MEDIEVAL AND MODERN

Term III / 3 Hrs. / Shumaker, Jacks

Continuation of Philosophy 301; course begins with Peter Abelard and includes the ideas that have shaped the philosophy of modern Western cultures through 19th century.

305 ETHICS

Term I / 3 Hrs. / Shumaker

Study of the theories and writers in moral philosophy; practical questions considered in the context of major questions of good, duty, and right; consideration of problems in social ethics; and the critical analysis of contemporary moral problems.

308 CONTEMPORARY PHILOSOPHY

Term I / 3 Hrs. / Bradley

Problems of philosophy in their modern setting; development of ideas that have shaped modern Western thought analyzed in the writings of some of the influential modern philosophers. PREREQUISITE: Three credit hours chosen from Philosophy 102, 203, or 301.

309 AESTHETICS

Term III / 3 Hrs. / Shumaker

Philosophical study of the nature of art, emphasizing the nature of the aesthetic object, the creative process, the aesthetic experience, and the problem of understanding and evaluating art.

310 GREAT PHILOSOPHIES AND PHILOSOPHERS

Study of major movements and periods of philosophy through concentration on specific authors and traditions.

Subtitles indicate the specific philosophers or areas to be studied; may be taken more than once with different subtitles. PREREQUISITE: Philosophy 102, or 203, or 301, or permission of the instructor.

[310a] PLATO AND ARISTOTLE

Alternate years / 3 Hrs. / Bradley, Shumaker

Study of the major writings of Plato and Aristotle.

[310b] KANT AND THE POST-KANTIANS

Alternate years / 3 Hrs. / Shumaker

Study of the major writings of Kant and of subsequent philosophical developments.

[310c] THE BRITISH TRADITION

Alternate years / 3 Hrs. / Bradley, Shumaker

Study of selected major authors in the British philosophical tradition, both past and present.

[310d] EXISTENTIALISM AND PHENOMENOLOGY

Alternate years / 3 Hrs. / Bradley

Study of selected major works in the development of both Existentialism and Phenomenology with concentration upon such men as Kierkagaard, Sartre, Heidagger, Husserl, and Merleau-Ponty.

[310e] AMERICAN PHILOSOPHY

Alternate years / 3 HRS. / BRADLEY, SHUMAKER

Study of the main philosophers and philosophies that have shaped American thought.

[310f] PHILOSOPHY AND LITERATURE

Alternate years / 3 HRS. / SHUMAKER

Metaphysical and moral ideas such as the nature and destiny of man and the problems of evil, freedom, and tragedy are embodied in literature. The course involves an aesthetic analysis of these ideas as embodied in selected influential works.

This course may also be taken for credit in English. PREREQUISITE: English 209.

333 STUDIES IN A WORLD RELIGION

Offered when there is sufficient demand / 3 HRS. / STAFF

Further study of a selected aspect or period of one of the major religions. May be taken more than once if the subject is different.

333a JUDAISM

333b HINDUISM

333c BUDDHISM

PREREQUISITE: Philosophy 303 or Religion 304, whichever is appropriate to the topic.

425 SEMINAR IN PHILOSOPHY

Terms I and III / 3 HRS. / STAFF

Study of topics of special interest, such as Chinese philosophy, philosophy of science, and Indian philosophy. PREREQUISITE: Previous work in philosophy or senior standing.

450 INDEPENDENT STUDIES IN PHILOSOPHY

Terms I and III / 3 HRS. / STAFF

Independent investigation of a topic by means of a thesis or a program of directed readings.

Admission by permission of the instructor

PHYSICAL EDUCATION

Assistant Professor Magher; Assistant Professor Pharr; Mrs. Gover.

The program emphasizes individual and dual activities. Through active participation in this program the student should acquire the skills and habits which will enable her to live a healthier and more active life.

Each student is required to attain four physical education credits with a grade of Satisfactory (S). *These credits are non-academic and do not count toward the 114 hours required for graduation.* Physical education courses must be taken by the end of the junior year. Recognizing the importance of particular activities in providing skills which will be basic to health and leisure time activities, the department offers a variety of opportunities from which the student may make selections according to her interests.

The student is encouraged to elect activities in physical education beyond the college requirement.

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12 DOLPHIN CLUB

Terms I and III / ½ Hr. / Magher

Membership by tryouts; performing group produces an annual water show.
Two hours each week

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21 BEGINNING TENNIS

Terms I and III / 1 Hr. / Pharr

Fundamental skills of tennis; history; rules and strategy of the singles and doubles game; course for the beginner.
Three hours each week

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23 ADVANCED BEGINNING TENNIS

Terms I and III / 1 Hr. / Pharr

Emphasis on strengthening fundamental skills. Designed for the student who has had some experience with tennis or a course in beginning tennis. Singles and doubles competition within the class.
Three hours each week

25 INTERMEDIATE TENNIS

Terms I and III / 1 Hr. / Pharr

Emphasis on improving fundamental skills, advanced strokes, and techniques; singles and doubles competition within the class.
Three hours each week

[31] BEGINNING MODERN DANCE

1 Hr. / Staff

Basic concepts of rhythm and space; concentration on dance techniques, dance studies, and simple composition.
Three hours each week

[32] INTERMEDIATE MODERN DANCE TECHNIQUE

1 Hr. / Staff

Comprehensive study of dance techniques as they are applied to composition.
Three hours each week

34 DANCE PRODUCTION

Term to be announced / ½ Hr. / Staff

Experience in the production of a dance program. PREREQUISITE: Physical Education 31 or previous dance experience.
Two hours each week

35 FOLK, SQUARE, SOCIAL DANCE

Term to be announced / 1 Hr. / Staff

Folk, square, and social dances for students who will work in elementary education, recreation, and other related fields.
Three hours each week

[37] BODY DYNAMICS

1 Hr. / Staff

Principles of body movement and their application to everyday living; activities for improving body alignment, coordination, relaxation, fitness, and rhythmic skills.
Three hours each week

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51 BEGINNING AND ADVANCED BEGINNING SWIMMING

Term to be announced / 1 Hr. / Magher

For the non-swimmer and beginner; basic safety skills, front crawl and elementary back stroke; opportunity to earn Red Cross certificates.

Three hours each week

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53 INTERMEDIATE SWIMMING

Term I / 1 Hr. / Magher

Elementary back, front crawl, breast, side, and back crawl strokes; safety skills; opportunity for Red Cross certificate.

Three hours each week

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55 SYNCHRONIZED SWIMMING

Term I / 1 Hr. / Magher

Strokes, stunts, and skills: beginning through advanced level; creative experience in solo, duet, and team routines. PREREQUISITE: Intermediate Swimming 53 or higher level.

Three hours each week

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57 SENIOR LIFE SAVING

Term I / 1 Hr. / Magher

Provides the student with the knowledge and skills designed to save his own life or the life of another if the emergency arises; also Red Cross certificate.

Three hours each week

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58 WATER SAFETY COURSE

Term III / 1 Hr. / Magher

Increased knowledge, judgment, and teaching skill for training others; Red Cross certificate. PREREQUISITE: Senior Life Saving.

Three hours each week

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61 BEGINNING GOLF

Term I / 1 Hr. / Gover

Fundamentals of golf for those who have little or no golf skill; grip, stance, club selection, etiquette, and rules. Approximately one fifth of class time is devoted to actual play.

Three hours each week/Fee: approximately $12.00

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63 ADVANCED BEGINNING GOLF

Term I / 1 Hr. / Gover

Major emphasis is on the development of a sound golf swing. Attention is also given to putting, sand shots, uneven lies. Approximately one third of the class time is devoted to actual play. PREREQUISITE: Beginning Golf 61 or permission of the instructor.

Three hours each week/Fee: approximately $12.00

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65 INTERMEDIATE GOLF

Term I / 1 Hr. / Gover

Emphasis on individual instruction and opportunity for recreational and competitive play. PREREQUISITE: Advanced Beginning Golf 63 or permission of the instructor.

Three hours each week/Fee: approximately $15.00

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71 RIDING

Terms I and III / 1 Hr. / Fisher

Instruction offered at three levels: beginners, intermediate, and advanced; qualified students may hunt by arrangement.

Three hours each week/Fee: $60

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81 BOWLING

Terms I and III / 1 Hr. / Magher

Terminology, selection of equipment, instruction in scoring, approach, delivery; tournament play and handicapping.

Three hours each week/Fee: $15, Park Lanes Bowling Lanes

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[92] DUAL AND TEAM SPORTS

1 Hr. / Pharr

Participation in indoor team and dual sports; fundamental skills in basketball, volleyball, badminton, and deck tennis.

Three hours each week

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93 T' AI-CHI CH' UAN (Self Defense)

Term I / 1 Hr. / Fusaro

TCC is an ancient Chinese physical culture, the precepts of which rest on physiology and Taoism; central exercise is a rhythmic, legato form; self defense aspects of TCC will be studied.

Three hours each week

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94 BEGINNING GYMNASTICS

Term III / 1 Hr. / Gover

Emphasis on basic tumbling and techniques combined in floor exercise, uneven parallel bars, vaulting, and balance beam routines.

Three hours each week

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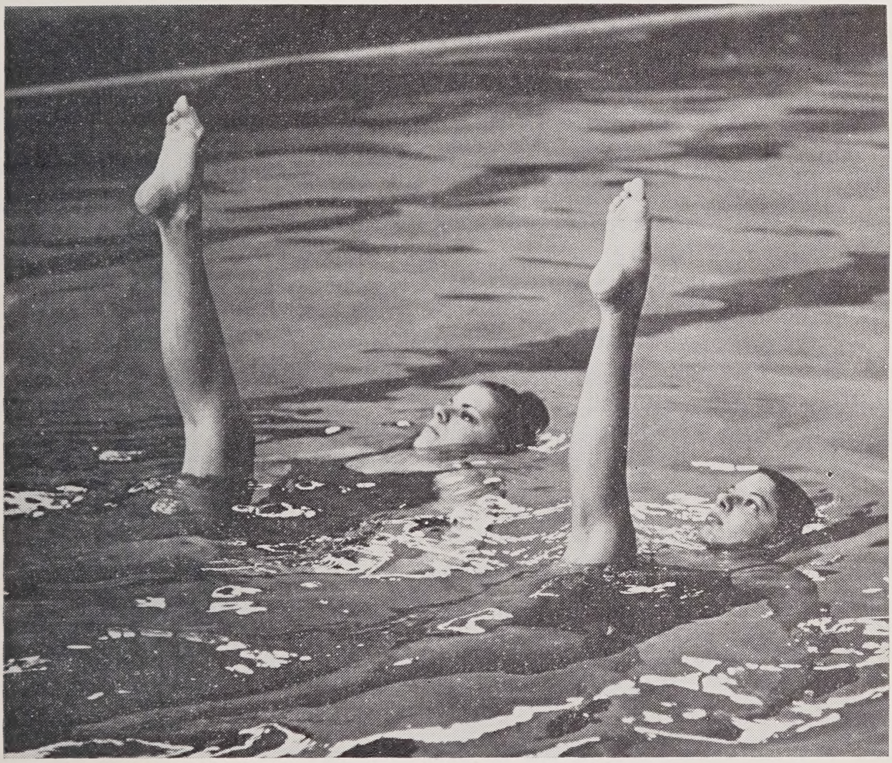
95 SKIING (SNOW)

Term II / 1 Hr. / Staff and Professional Instructor

Taught by professionals at Beech Mountain, N. C., accompanied by Queens physical education instructor, Term II. A fee will be charged which will cover equipment, instruction, lodging, four to five hours on slopes each day. Cost of meals not included.

Permission of parents or guardian required.



PHYSICS

Professor Oates.

In this department emphasis is upon the application of fundamental principles of physics to specific situations rather than upon formulae for solving classroom problems.

Distributed Requirements Physics 100, 101, 102, or 103 will meet the requirement, Area IV.

[*100] INTRODUCTION TO ASTRONOMY

3 Hrs. / Oates

General survey of astronomy, including the development and a description of modern ideas about the universe; some of the methods and problems of astronomy.

Two hours lecture and two hours laboratory each week

*101, 102 GENERAL PHYSICS

101, Term I; 102, Term III / 4, 4 Hrs. / Oates

Beginning course in physics covering the fundamental principles of mechanics, heat, sound, light, electricity and magnetism, and atomic physics. PREREQUISITE: Elementary algebra and plane geometry; Physics 101 for Physics 102.

Three hours lecture and three hours laboratory each week

*103 PHYSICS OF SOUND

Term I / 3 Hrs. / Oates

An elementary treatment of generation, propagation, and detection of sound; designed primarily for music majors, but should be of interest to anyone with some music background.

Two hours lecture and two hours laboratory each week

[201, 202] MODERN PHYSICS

3, 3 Hrs. / Oates

Study of some recent developments in physics, including atomic and nuclear structure, the quantum theory, solid state physics, and relativity; emphasis on mathematical techniques. PREREQUISITE: Physics 102 or equivalent; Mathematics 201, 202 prerequisite or taken concurrently.

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*Course may be taken by seniors.

POLITICAL SCIENCE

Assistant Professor Syfert; Professor Canon; Assistant Professor Kyle.

Courses provide an opportunity to examine man's use of power to order his social environment and to investigate aspects of power in human thought, institutions, and behavior. Concentration may lead to careers in government, law, newspaper work, and teaching; the opportunities for graduate study are extensive.

Concentration Political Science 451, and 24 additional credit hours in political science; Mathematics 206 and three additional credit hours, or six credit hours from economics, history, psychology, and sociology. Courses from these disciplines must be at the 300 or 400 level (except Mathematics 206), and must be approved by the department of political science prior to the student's enrollment.

Superior students should consider participation in the Washington Term Program in which as many as 15 credit hours may be earned while the student is at American University in Washington, D. C.

Distributed Requirements Any course in the department will meet the requirement, Area V.

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201 AMERICAN POLITICS

Terms I and III / 3 Hrs. / Syfert, Kyle

Political institutions and behavior; introduction to the Presidency, Congress, Supreme Court; political parties and pressure groups as actors in national, state, and local politics.

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301 EUROPEAN POLITICAL SYSTEMS

Term III / 3 Hrs. / Kyle

Comparative analysis of political culture, institutions, and behavior in selected modern European nations; emphasis on England, France, and West Germany.

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303 COMMUNIST POLITICAL SYSTEMS

Term I / 3 Hrs. / Syfert

Comparative analysis of political culture, institutions, and behavior in selected communist nations; emphasis on the Soviet Union and Communist China.

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305 DEVELOPING POLITICAL SYSTEMS

Term II / 3 Hrs. / Syfert

Introduction to the processes of political development and change, and to problems confronting developmental efforts of an emerging nation; emphasis on selected African, Asian, and Latin-American nations.

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306 POLITICAL IDEOLOGY

Term I / Alternate years; offered 1971-72 / 3 Hrs. / Syfert

Development and function of ideology in a political system; examination of contemporary fascist, socialist, communist, and democratic ideologies; new ideologies of emerging nations.

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[307] POLITICAL PHILOSOPHY

Alternate years; offered 1972-73 / 3 Hrs. / Syfert

Nature of man, ideal and real states in the political theory of Plato, Aristotle, Machiavelli, Hobbes, Locke, J. S. Mill, and others.

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[308] POLITICAL PARTIES AND VOTING BEHAVIOR

Alternate years; offered 1972-73 / 3 Hrs. / Kyle

Function of parties in a political system; comparative party systems; mass and cadre parties, proposals for more "responsible" parties; political attitudes and voting behavior.

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[310] STATE AND URBAN POLITICS

Alternate years; offered 1972-73 / 3 Hrs. / Staff

Political institutions, processes, and problems in the American states and municipalities.

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313 THE CONSTITUTION AND THE COURT

Term III / 3 Hrs. / Syfert

Historic interpretations of the American Constitution and major decisions in constitutional law; the Supreme Court and judicial decision-making.

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315 CONGRESS AND THE PRESIDENCY

Term III / Alternate years; offered 1971-72 / 3 Hrs. / Kyle

Structure and functions of House and Senate, Executive Office and advisors; conflict and cooperation in domestic and foreign policy decision making.

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323 WORLD POLITICS

Term II / 3 Hrs. / Kyle

Nature of man, nationalism, ideology, colonialism, nuclear weapons, collective security, and international organizations in world politics; emphasis on achieving a stable peace in a changing world.

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451 RESEARCH METHODS IN POLITICAL SCIENCE

Term I / 3 Hrs. / Kyle

Seminar in the methodology of empirical research in political science, with emphasis on individual investigation into selected problems. Primarily for students concentrating is political science. PREREQUISITE: Six hours in political science at 300 level or above.

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491 INDEPENDENT STUDY

Terms I and III / 3 Hrs. / Staff

Opportunity for independent investigation of a topic by means of a thesis or a program of directed readings; oral examination by department members.

Open to seniors with permission of the department

PSYCHOLOGY

Professor Joyce H. Shealy; Professor Harris; Assistant Professor Lanier.

The department emphasizes the development of an understanding of those factors which are important in determining human behavior. Introductory courses give background for relating psychological principles to other areas or for individual study. Upper level courses provide opportunities for further work in areas of special interest. Training is provided in the subject matter of the field and in the techniques of data quantification and analysis which form the basis for graduate work in psychology, the social sciences, and related fields. Concentration may lead to careers in personnel work, business, social work, and similar positions.

Concentration Psychology 201, 203, 205, 314, 401, 402, and at least 15 additional hours in the department as approved by the major advisor. Mathematics 102 or 105 is required for concentration in psychology. Biology 106 and Philosophy 203 are recommended.

Work in psychology is usually begun in Term III of the freshman year or in the sophomore year.

Distributed Requirements Any course in the department meets the requirement, Area V.

Prerequisite Psychology 201 is prerequisite to all courses in the department.

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201 GENERAL PSYCHOLOGY

Term I and III / 3 Hrs. / Lanier, Shealy

Survey of the field of psychology emphasizing the results of scientific investigations in the area of human behavior.

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203 GENERAL PSYCHOLOGY LABORATORY

Terms I and III / 1 Hr. / Lanier

Beginning study of techniques and procedures of psychological research. Three hours laboratory per week

This course and Psychology 201 should be taken concurrently.

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205 STATISTICAL METHODS IN PSYCHOLOGY

Term I / 3 HRS. / LANIER

Elementary study of statistical methods used in behavioral research, including consideration of both descriptive and inferential statistics. PREREQUISITE: Mathematics 102 or 105.

Open to students concentrating in psychology

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303 SOCIAL PSYCHOLOGY

Term I / 3 HRS. / SHEALY

Study of the behavior of the individual in society, including attitude formation and measurement, interpersonal perception, and the behavior of the individual in groups.

This course may be taken for credit in sociology.

303L EXPERIMENTAL SOCIAL PSYCHOLOGY

Term I / 1 HR. / SHEALY

Conducting experiments in areas of social psychology such as attitude change, conformity, and leadership. Consideration of special problems of research design and technique peculiar to the area of social psychology.

One hour lecture and two hours laboratory a week

Course may be taken concurrently with or subsequent to Psychology 303.

This course may be taken for credit in sociology.

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304 ABNORMAL PSYCHOLOGY

Term III / 3 HRS. / HARRIS

Study of the deviant individual from both the dynamic and behavioral viewpoints; diagnosis, etiology, treatment, and prevention of maladaptive behavior.

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308 THE EXCEPTIONAL CHILD

Term I / 3 HRS. / HARRIS

Study of the psychological problems of children who deviate from normative patterns of growth and development. PREREQUISITE: Psychology 309 or permission of the instructor.

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309 CHILD PSYCHOLOGY

Terms I and III / 3 HRS. / HARRIS

Study of developmental processes from conception to puberty, with emphasis on theory, principles, and recent research.

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311 PSYCHOLOGICAL TESTS

Term III / 3 Hrs. / Shealy

Introductory study of principles of test evaluation and interpretation; consideration of examples of the major types of psychological tests in reference to these principles.

[313] PERCEPTION

3 Hrs. / Lanier

A study of empirical findings and theoretical issues in the area of perception, with consideration of the influence of personality, past experience, and social variables on how the individual interprets his environment. PREREQUISITE: Psychology 201, 203.

Two hours lecture and two hours laboratory a week

314 EXPERIMENTAL APPROACHES TO LEARNING

Term III / 4 Hrs. / Lanier

Survey of empirical findings on respondent and operant conditioning, and on human verbal learning, with consideration of research methods and design; critical examination of historical and contemporary learning theory. PREREQUISITE: Psychology 201, 203, and 205.

Four hours lecture and three hours laboratory a week

319 PSYCHOLOGY OF ADOLESCENCE

Terms I and III / 3 Hrs. / Harris

Study of developmental processes from puberty to maturity, stressing theory, principles, and recent research.

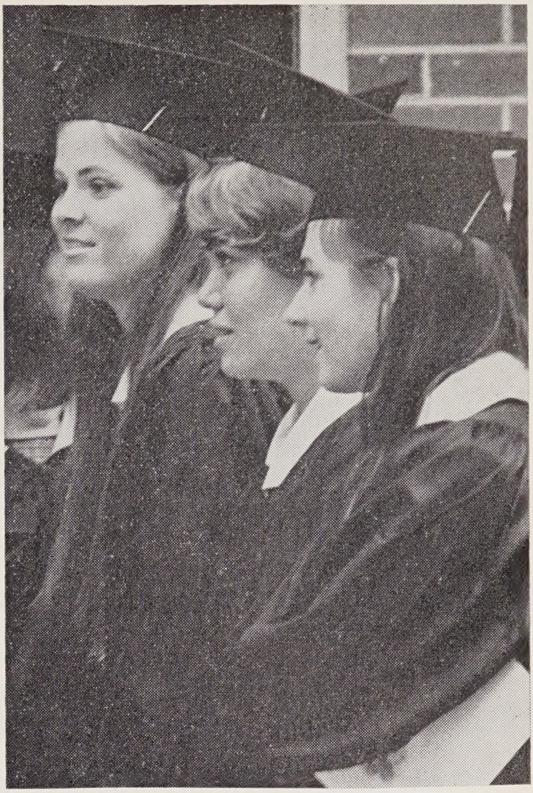
351 PRACTICUM IN PSYCHOLOGICAL SERVICES

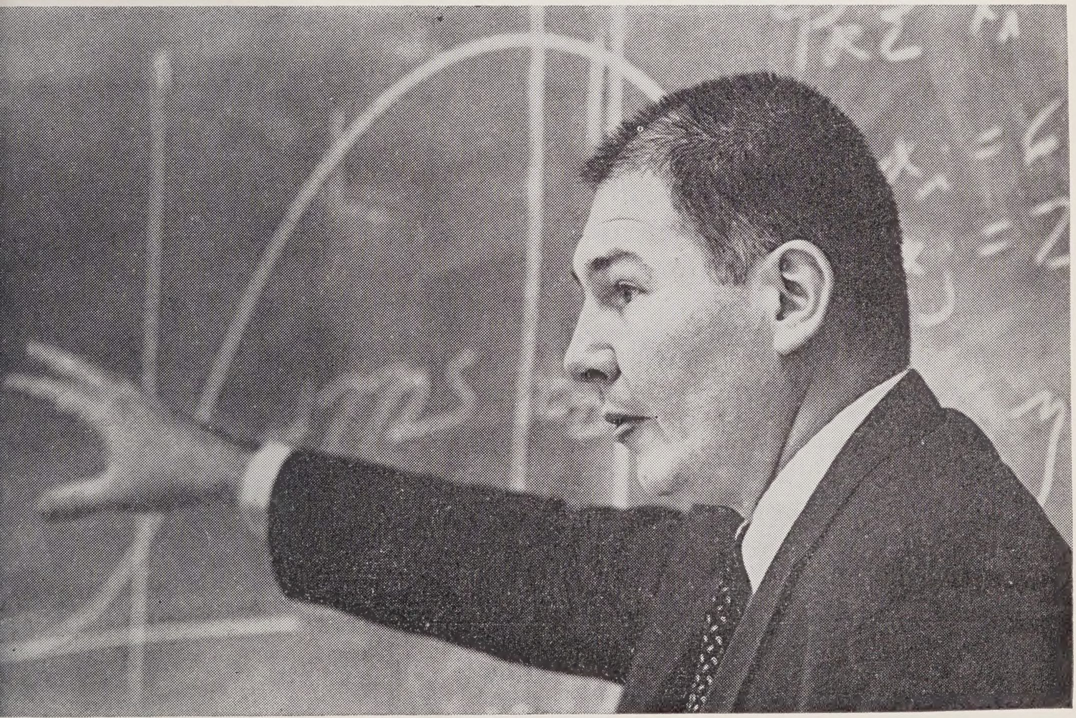
Term I / 3 Hrs. / Harris

Placement in a local agency for supervised experience in programs stressing psychological services. Possible service areas include learning development, mental health, mental retardation, juvenile delinquency, drug abuse, assessment, psychological aspects of music therapy and art therapy. Evaluation of experiences and related readings in weekly seminars. PREREQUISITE: Psychology 201 and permission of the instructor.

May be repeated. Credit received for repetition will not be applied toward a concentration in psychology.

Two hours seminar and five hours field work a week





401 ADVANCED GENERAL PSYCHOLOGY

Term I / 3 Hrs. / Shealy

Consideration of the major areas of psychology from classical positions through contemporary viewpoints and research.

402 THEORY OF PERSONALITY

Term I / 3 Hrs. / Harris

Survey of selected personality theories, consideration of their adequacy in describing and explaining human behavior patterns, and their relevance to present day culture.

412 PHYSIOLOGICAL PSYCHOLOGY

Term III / 3 Hrs. / Lanier

Introduction to the nervous system and internal environment and their effects upon behavior; normal and abnormal conditions discussed with respect to sensation, learning, emotion, and motivation.

449, 450 INDEPENDENT RESEARCH

Terms I and III / 1, 3 Hrs. / Staff

Opportunity for independent investigation of topics by means of readings and/or experimentation; first term devoted to formulating the problem, determining its method of investigation, and compiling a bibliography; third term, to collecting the data and writing a report. PREREQUISITE: Psychology 201 and permission of the department; also, Psychology 449 prerequisite to Psychology 450.

451 SEMINAR IN PSYCHOLOGY

Offered when there is sufficient demand / Term III / 1, 2, or 3 Hrs. / Staff

Seminar dealing with areas of psychology not covered in the regularly scheduled courses. PREREQUISITE: Psychology 201 and permission of the instructor.

RELIGION

Associate Professor Jacks; Professor Wright; Mrs. Crosthwaite.

College study in religion should increase a student's awareness of man's perennially urgent questions in their varied forms. Courses in this department can aid the student in grasping what any religious heritage means, and in evaluating the religious choices which persons and societies continually make.

Training and perspective gained in this field can enhance any vocation. The student planning graduate work in religion, or intending to enter a church-related position, may either concentrate in religion or support another field of concentration by electives in this department.

Concentration Religion 103, 205, 206, and at least 24 hours from religion courses numbered 300 and above, as approved by the major advisor.

Distributed Requirements The requirement in religion, Area III, is fulfilled by any course at the 100 or 200 level.

103 INTRODUCTION TO THE STUDY OF RELIGION

Terms I and III / 3 Hrs. / Wright, Jacks

Development of awareness of the nature of religion, of some basic religious issues, and of methods for studying religion, through the reading of selected works.

205 THE OLD TESTAMENT

Term I / 3 Hrs. / Wright

Introduction to the nature of the biblical writings and to methods of Bible study. The history, literature, and faith of the people of Israel as seen in the Old Testament.

206 THE NEW TESTAMENT

Term III / 3 Hrs. / Jacks

The history, literature, and faith of the early Christian community as seen in the New Testament.

Students intending to take six hours in the Bible should enroll in 205 prior to 206.

303 WORLD RELIGIONS I: THE ORIENT

Term I / 3 Hrs. / Jacks

Historical survey of Asian cultures and the systems of thought and practice that have made lasting impression on the Orient; study of some of the major persons and movements that have influenced the development of Oriental religions.

304 WORLD RELIGIONS II: NEAR EAST AND WEST

Term III / 3 Hrs. / Wright

Interpretive study, both historical and contemporary, of Judaism, Islam, Communism, and Western humanisms; examination of the situation and response of Christian faith in the midst of religious pluralism.

306 PHOPHETIC RELIGION

Term III / Alternate years; offered 1971-72 / 3 Hrs. / Wright

The prophetic movement in Israel; context and message of major Hebrew prophets and selected minor figures; significance of the prophetic style within present-day society. PREREQUISITE: Religion 205 or permission of the instructor.

[309] THE WRITINGS OF PAUL

Alternate years; offered 1972-73 / 3 Hrs. / Jacks

Paul's life, letters, and teachings in the context of first century Judaism and Hellenism. PREREQUISITE: Religion 206 or permission of the instructor.

311 JESUS IN THE GOSPELS AND IN PRESENT-DAY THOUGHT

Term I / 3 Hrs. / Jacks

An endeavor to understand and interpret the life and person of Jesus, by study of the records concerning Jesus in the four gospels, Christological material in other New Testament books, and a cross section of present-day thinking on the significance of Jesus. PREREQUISITE: Religion 206 or permission of the instructor.

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315 CHRISTIANITY AS A HISTORICAL MOVEMENT

Term I / Alternate years; offered 1971-72 / 3 Hrs. / Wright

Study of Christian life and thought in their interaction with changing cultural contexts, from origins through the 16th century; work with primary texts and with a variety of major Christian figures; the theological question of the meaning of history.

Recommended: Some prior work in ancient or European history and in biblical study

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[320] CONTEMPORARY VIEWS OF MAN

3 Hrs. / Wright

Divergent ways — Christian and other — in which the nature of man is currently interpreted; ethical and religious dimensions of the various views.

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323 RELIGION IN CONTEMPORARY AMERICAN SOCIETY

Term I / 3 Hrs. / Crothwaite

Introduction to recent developments and discussions relating to religious communities, illuminating the religious situation in America; critical study of traditional forms and of newer movements. Study is composite, drawing from sociology of religion, social ethics, history, and theology.

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[345] MODERN CHRISTIANITY

3 Hrs. / Wright

Intensive study of some of the persons, events, and controversies shaping theology in the 20th century — for example, through readings in Kierkegaard, Buber, Barth, the Niebuhrs, Bonhoeffer, Teilhard. Brief survey from 16th to 19th century to trace main trends leading into the present.

449, 450 INDEPENDENT STUDY IN RELIGION

Any two successive terms / 1, 2, or 3 Hrs. / Staff

A project of directed readings or research in the field of religion. In 449 the problem is formulated and the work planned; in 450 the student executes the project. Written report and oral examination by the department. PREREQUISITE: Nine hours in religion, and permission of the department chairman; 449 is prerequisite to 450.

SECRETARIAL PRACTICE

Assistant Professor West.

Courses in secretarial training are planned for students who wish to supplement their academic programs with skills in typing and shorthand.

*101 BEGINNING TYPING

Terms I and III / 2 Hrs. / West

Training in the touch system of the keyboard; introduction to tabulation, manuscripts, and letter styles; building of typing speed.

First six weeks of term

This course is conducted on a Pass/No Record basis for all students enrolled.

*102 ADVANCED TYPING

Terms I and III / 2 Hrs. / West

Mastery of tabulations, manuscripts; accurate and attractive production of business forms and statistical tables; building of typing speed to minimum 40 words per minute. PREREQUISITE: Secretarial Practice 101 or equivalent.

Second six weeks of term

This course is conducted on a Pass/No Record basis for all students enrolled.

211-212 ELEMENTARY SHORTHAND

Term I / 3-3 Hrs. / West

Development of a writing knowledge of Gregg shorthand to a minimum sustained note-taking speed of 80 words per minute on new material with 95 percent accuracy in transcription.

These courses are offered as a six credit hour capsule-course first term on a Pass/No Record or credit basis.

311 ADVANCED SHORTHAND AND SECRETARIAL PRACTICE

Term III / 3 Hrs. / West

Building of minimum sustained note-taking speed on new material to 110 words a minute and production of commercially acceptable transcripts; correlation of all phases of secretarial work, office management and procedures, uses of office equipment, and secretarial personality development. PREREQUISITE: Secretarial Practice 211-212 or the equivalent.

This course may be taken on a Pass/No Record or credit basis.

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*Course may be taken by seniors

SOCIOLOGY

Visiting Professor Edwards; Assistant Professor Anderson; Mrs. McDonald.

The department of sociology has planned its courses to assist the student to improve her understanding of herself in relation to her associates and to acquire conceptual tools with which to analyze a society and contribute effectively to the one in which she lives. Concentration in sociology also establishes a basis for graduate study and gives a pre-professional introduction to social work. The educational experience of sociology should prove valuable to the student in her home, her community, and any pursuit in which an understanding of human relations is important.

Concentration Twenty-seven credit hours in sociology including 203, 210, 449, 450 and six additional credit hours from among the following: political science, psychology, history, and economics (excluding 305). Mathematics 206 is required for concentration in sociology.

Distributed Requirements The requirement, Area V, may be met by any course in the department except Sociology 309, 409, 410, 449, or 450.

Prerequisite Sociology 203 is prerequisite to all courses in the department except 302 and 313.

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203 PRINCIPLES OF SOCIOLOGY

Terms I and III / 3 Hrs. / Edwards, Anderson

Basic concepts and principles of sociology; relationships and meaning of culture, society, personality, and interaction; analysis of group structure and social organization.

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204 SOCIAL ISSUES AND PROBLEMS

Term III / 3 Hrs. / Edwards

A sociological consideration of critical issues in contemporary society as reflected in the major institutions; consideration of factors in mental disorders, drug addiction, sexual deviancy, and suicide.

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210 CONTEMPORARY SOCIOLOGICAL THEORY

Term III / 3 Hrs. / Edwards

Development of social thought as reflected in the works of major theorists, with emphasis on influential contributions to the development of modern sociology.

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302 THE FAMILY IN SOCIETY

Term I / 3 Hrs. / Edwards

Dual emphasis on study of the general history of the human family as a social system, and examination of the contemporary family in the United States; preparation for marriage and family life.

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[303] SOCIAL PSYCHOLOGY

3 Hrs. / Staff

Study of the behavior of the individual in society, including attitude formation and measurement, interpersonal perception, and the behavior of the individual in groups. PREREQUISITE: Psychology 201.

This course may be taken for credit in sociology or psychology.

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308 MINORITIES IN AMERICAN SOCIETY

Term III / 3 Hrs. / Staff

Changing patterns of racial and ethnic group relations, with special emphasis on Negro-White trends; information concerning biological, cultural, and social aspects.

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309 INTRODUCTION TO SOCIAL WORK

Term I / 3 Hrs. / McDonald

Pre-professional survey of social service agencies; types of social work settings; standards of social work; introduction to methods of casework, group work, and community work.

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313 CULTURAL ANTHROPOLOGY

Term I / 3 Hrs. / Anderson

Comparative study of culture with emphasis on preliterate societies; past and present variation of man and culture. Factors in stability and change and relation of culture to personality.

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316 WOMEN IN SOCIETY

Term I / 3 Hrs. / Anderson

Social status of women and their roles in the societies in various parts of the world; responsibilities and opportunities of women in contemporary society; requirements for maximum personal and social fulfillment.

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318 CRIME AND DELINQUENCY

Term II / 3 Hrs. / Staff

Sociocultural approach to the nature, detection, causes, treatment, and prevention of delinquency and crime.

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325 URBAN SOCIOLOGY

Term II / 3 Hrs. / Edwards

A study of city life in contemporary American society; interrelationships of urbanization, population growth, and ecology; emphasis on social statics and social dynamics.

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340 SOCIAL STRATIFICATION

Term III / 3 Hrs. / Staff

An examination of important empirical findings and theories for the analysis of systems of social stratification; the interaction of class, status, and power; consequences of class differences in modern America.

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409 SOCIAL FIELD WORK EXPERIENCE

Term III / 3 Hrs. / McDonald

Guided participation in social field work involving internship experience in at least two local agencies. PREREQUISITE: Sociology 309.

Eight hours field work a week
To be taken concurrently with Sociology 410

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410 SOCIAL CASE WORK SEMINAR

Term III / 3 Hrs. / McDonald

Discussion and analysis of students' reports based upon experiences deriving from participation in Sociology 409. PREREQUISITE: Sociology 309.

To be taken concurrently with Sociology 409

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425 DIRECTED INDIVIDUAL STUDY

Offered when demand is sufficient / 1, 2 or 3 HRS. / STAFF

Independent study of approved problems or projects within the social sciences for which no specific course is offered.

Open to senior sociology students; and, with permission of the instructor, to other upper classmen.

449 SENIOR SEMINAR

Term I / 3 HRS. / EDWARDS

Development and present status of sociological theory; advanced study for seniors concentrating in sociology; emphasis on independent work under the professor's guidance with reports discussed in seminar.

450 SENIOR SEMINAR

Term III / 3 HRS. / STAFF

Advantages and limitations of various types of research design: quantitative-statistical; qualitative-descriptive; case history analysis; exploration methods; projects in research. PREREQUISITE: A course in basic statistics.

SUPPLEMENTARY STUDIES

SUPPLEMENTARY STUDIES

Terms I, II, and III / 1 HR.

A student by attending at least 14 events (including lectures, concerts, films, dramatic productions, art exhibits, etc.) as designated by a published and updated list may earn one academic credit hour per year towards the hours required for graduation. During the four years at Queens, a student may earn a maximum of four hours of academic credit in supplementary studies.

HONORS PROGRAMS

The Queens College Honors Program is designed for the academically talented student to provide her with as high a degree of freedom and individual challenge as she can accept.

Each year all rising sophomores, juniors, and seniors whose cumulative grade point average is 2.000 or higher, are designated "Eligible for Honors." All students designated "Eligible for Honors" are encouraged to take advantage of some aspect of the Honors Program. The student is assisted in developing her honors program by her advisor or a member of the Honors Committee.

Freshman Queens Scholars

A limited number of incoming freshmen are selected by the Honors Committee as Queens Scholars. Although the Honors Program in its fullest sense does not begin until the sophomore year, freshman Queens Scholars attend special sections of English 101, designated 101H and may attend Philosophy 203H.

In-Course Honors

Any student designated "Eligible for Honors" may pursue intensive research in courses approved for her by the respective department as acceptable for in-course honors. Successful completion of in-course honors will add one hour of honors credit to the number of credits regularly earned in the course.

Honors Colloquium

From those sophomore and junior students designated "Eligible for Honors," a selected group participates in the Honors Colloquium each year. The colloquium offers the student the opportunity for free discussion, reading, analysis, and research centered on an interdisciplinary topic of contemporary interest.

Directed Reading

Juniors and seniors designated "Eligible for Honors" may undertake intensive programs of directed reading. The student submits to the Honors Committee a proposal planned with an individual professor and approved by the department in which she intends to do the Directed Reading. This proposal must be accepted by the Honors Committee by the close of the term preceding the one in which she intends to do her work. Directed Reading is taken for a designated number of credit hours.

Independent Study

All juniors and seniors designated "Eligible for Honors" may undertake independent study. The student submits a proposal for research which has the approval of her research advisor. The proposal must include the topic of the research, a brief statement of the origin and relevance of the topic, a description of methods of approach as then evident to the student, and a bibliography. The topic and preliminary material are to be filed by the research advisor with the chairman of the Honors Committee by the close of the term preceding the beginning of the project. Independent study is taken for a designated number of credit hours.

Graduation with Honors Thesis

The student who wishes to graduate "With Honors Thesis," must be designated "Eligible for Honors" and have completed a minimum of five credit hours of honors credit or have permission of the Honors Committee to begin work on her thesis. The writing and the oral defense of the thesis are the culmination of a concentrated program of original research. As a basis for an honors thesis, a research program planned by the student in the spring of the junior year and approved by a thesis advisor is submitted to the Honors Committee. Upon approval of the research program by the committee, the student may enroll in HON 490-491.

In the spring of the senior year, the student is required to make an oral defense of the thesis before an examining committee. The student successfully completing this program is graduated with the phrase, "With Honors Thesis," printed on the diploma.

Graduation with Honors

The titles *summa cum laude, magna cum laude,* and *cum laude* are awarded by the administration upon the recommendation of the Honors Committee and approval of the faculty. The title *summa cum laude* is awarded to students who have a grade point average of 2.850, and to students who have successfully completed an Honors Thesis and have a grade point average of 2.750; the title *magna cum laude* to students who have a grade point average of 2.650; and the title *cum laude* to students with a grade point average of 2.500.

SPECIAL HONORS

Dean's List Full-time degree candidates are named to the Dean's List if they achieve a quality point average of 2.500 or higher.

Marshals Marshals are selected on the basis of scholastic averages. The chief marshal is the junior with the highest average; and the other six marshals are the next two juniors, the sophomores, and the freshmen maintaining highest averages in their respective classes. Marshals serve at all formal academic occasions.

HONORS COURSES

ENGLISH 101, SECTION H

Term I / 3 Hrs. / Staff

Open to Freshman Queens Scholars.

PHILOSOPHY 203H

Term I / 3 Hrs. / Bradley

Open to Queens Scholars and also available to sophomores designated "Eligible for Honors."

IN-COURSE HONORS / 1 Hr.

Open to sophomores, juniors, and seniors.
May be taken more than once for credit.

HON 300: HONORS COLLOQUIUM

Term I / 3 Hrs.

Open to sophomores and juniors by invitation from the Honors Committee.

DIRECTED READING / 1 to 3 HRS.

Open to juniors and seniors, under the direction of the department involved, with the approval of the Honors Committee. Course numbers used are those of individual departments.

May be taken more than once for credit.

INDEPENDENT STUDY / 1 to 4 HRS.

Open to juniors and seniors, under the direction of an individual professor with the approval and joint supervision and evaluation of the Honors Committee. Usually numbered 450; however, course numbers may vary with departments. May be taken more than once for credit.

HON 490-491: SENIOR HONORS THESIS / 4 to 6 HRS.

Open to seniors, under the direction of an individual professor, with the approval and joint supervision and evaluation of the Honors Committee.

SPECIAL PROGRAMS

Nursing Program In 1971-72, Presbyterian Hospital and Queens College will initiate a cooperative program in nursing education. The college will offer basic academic courses to students enrolled in the three-year Diploma of Nursing program of the Presbyterian Hospital School of Nursing. Students interested in this program should write the Director of Nursing Education, Presbyterian Hospital School of Nursing, P. O. Box 10157, Charlotte, North Carolina 28201.

Washington Semester Through a cooperative arrangement with the American University, two Queens students are selected annually to spend one term in Washington, D. C., for a study of American National Government in Action. The study is carried out through a seminar on Government in Action, an individual research project, and regular courses at the American University. To be eligible for participation the student must have completed Political Science 201 and have a quality point average of 1.600 or above. Application should be made to the chairman of the department of political science.

Pawleys Island Marine Biology Program The department of biology offers a four-week summer session in marine biology at Pawleys Island, South Carolina. The instructors are full-time members of the college faculty. In addition to the usual laboratory facilities and equipment, the college maintains a 28-foot boat for offshore collecting. Advanced students may undertake independent studies in the marine field.

On-Campus Summer Programs Queens operates a summer program and a May Term. Also the college has developed a special summer program of liberal arts offerings to meet the needs of experienced teachers. Information on summer programs may be obtained from the Director of the Summer Session.

Continuing Education Queens College sponsors a program of continuing education. This activity is the college's response to the recognition that opportunities in higher education should be available to members of the community who are no longer of college age but who wish to continue study or to develop particular interests. There are certification renewal courses for teachers and courses in cultural enrichment. A special program in insurance extends the services of the college to the business community.

Charlotte Area Educational Consortium

Queens College participates in the Charlotte Area Educational Consortium. Through cooperative efforts, the educational resources of the participating colleges and universities within the area are available to member colleges. Faculty and student exchange programs are undertaken, increased library interchange of materials is made possible, and jointly sponsored specialized programs are being developed.

Exchange Program with Davidson College

Queens College participates in a cooperative program of junior year exchange with Davidson College for men. Students at either college can elect to take a junior year at the other upon the recommendation of the college which the student originally attended and the concurrence of the college to which the student would go for the junior year. The recommendations would be based on the demonstrated academic ability of the applicant, the approval of the proposed course of study, and the availability of space in a particular course or department.

Students participating in the exchange will be considered degree candidates at the college of original enrollment and will be expected to return to that campus at the conclusion of the year. While participating in the exchange, students will enjoy all the privileges and will assume all the responsibilities of regular students at the host institution.

North Carolina Legislative Internship Program

Queens College students may participate in the North Carolina Legislative Internship Program which is jointly sponsored by North Carolina State University and the General Assembly. Applicants must be upperclassmen with a strong social science background, and preference is given those applicants with a program including mathematics or statistics.

Interns enroll for 12 credit hours of work in three upper-division political science courses at North Carolina State University and serve as staff assistants to officers and members of the General Assembly. Compensation for work with the General Assembly is sufficient to pay tuition and fees at North Carolina State and to pay most living expenses.

The program will be offered in alternate years corresponding to the years in which the North Carolina General Assembly is in session. The course will be offered in 1973.

Queens European Program

Queens College offers, during the summer period, a program of study and travel in Europe. This program is developed through arrangements with the Institute of European Studies. Participants must have a C average; prerequisites are in art, music, and history; and enrollment is limited to 30. Students participating attend a series of informal seminars during Term III of the college year in preparation for the summer study.

At the beginning of the summer, a three to five-week guided tour of selected cities in Europe, with lectures by European professors, provides background for the period of formal study. The formal course work with college credit taken in the Institute of European Studies at the Kimsky Palace, Vienna, Austria, continues for five weeks. The particular courses offered are selected from areas in music, art, foreign languages, and history. These courses are announced early in the college year. Students may take a maximum of six hours credit during the summer program. Cost of the guided tour, transatlantic travel, and study in Vienna is approximately $1900.

Inquiries regarding the program should be addressed to the chairman, Queens European Program, Dr. George A. Stegner.

International Education

During the regular session, students who qualify may elect to study abroad under selected programs offered American college students. To qualify a student must have at least a C average and must be approved by the faculty Committee on International Education, in consultation with the deans and the major advisor.

Qualified students may elect to participate in a one-term program of the Experiment in International Living with study in Europe, Asia, or Africa; or in programs of the Association of United Colleges for Foreign Exchange and Study, including the junior year in Strasbourg (France); in Great Britain, at the University of Lancaster; and at Heidelberg University (Germany); or one term at the London (England) School of Economics. The faculty committee on International Education in consultation with major advisors supervise programs of participating students.

5

DIRECTORIES

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H. H. Everett *(Trustees),* Charlotte, N. C.
Francis M. Hipp *(Synod of S. C.),* Greenville, S. C.
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The Rev. James T. Womack *(Synod of S. C.),* Atlanta, Ga.

Term Expires 1973

William H. Barnhardt *(Trustees),* Charlotte, N. C.
Joseph W. Grier, Jr. *(Synod of N. C.),* Charlotte, N. C.
James J. Harris *(Trustees),* Charlotte, N. C.
Benjamin S. Horack *(Synod of N. C.),* Charlotte, N. C.
The Rev. Fred V. Poag *(Synod of S. C.),* Spartanburg, S. C.
E. Craig Wall *(Synod of S. C.),* Conway, S. C.

Term Expires 1974

Irwin Belk *(Trustees),* Charlotte, N. C.
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S. C. McMeekin *(Synod of S. C.),* Columbia, S. C.
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C. P. Street *(Trustees),* Charlotte, N. C.
The Rev. James G. Stuart *(Synod of N. C.),* Gastonia, N. C.

Term Expires 1975

Mrs. Charles A. Dana *(Trustees),* New York, N. Y.

The Rev. James E. Fogartie *(Synod of N. C.),* Charlotte, N. C.

Dr. Clarence W. Legerton, Jr. *(Synod of S. C.),* Charleston, S. C.

The Rev. Cliff H. McLeod *(Synod of S. C.),* Sumter, S. C.

Mrs. Gayle Rogers *(Synod of N. C.-Alumna),* Charlotte, N. C.

John F. Watlington, Jr. *(Synod of N. C.),* Winston-Salem, N. C.

John E. Smylie, *President,* ex officio

Advisory Trustees

John M. Akers, Gastonia, N. C.

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Carl G. McCraw, Charlotte, N. C.

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Arthur N. Morris, Baltimore, Md.

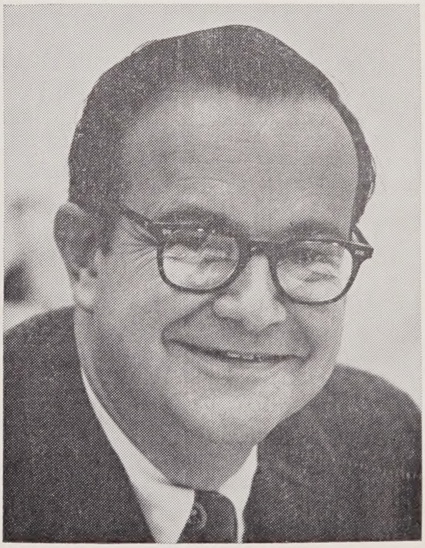
William F. Mulliss, Charlotte, N. C.

J. Norman Pease, Charlotte, N. C.

John J. Ryan, Charlotte, N. C.

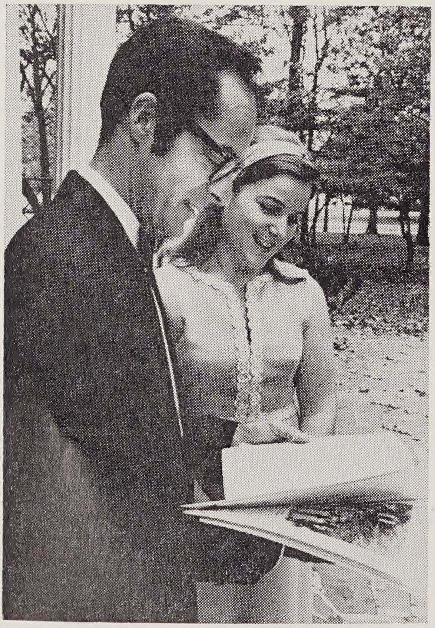
ADMINISTRATION

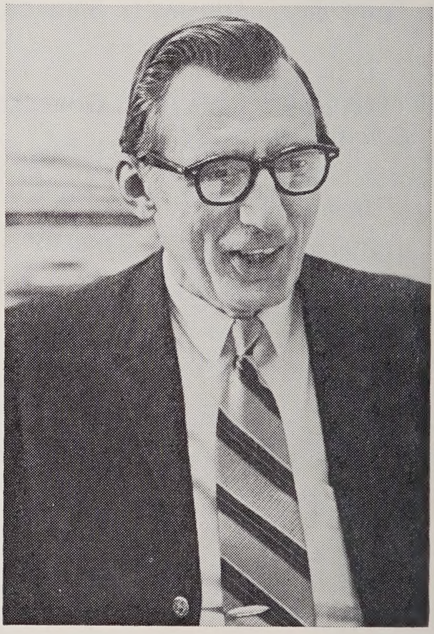
	JOHN E. SMYLIE A.B., B.D., Th.D.	*President*
Academic Program	ALFRED O. CANON B.A., M.A., Ph.D.	*Dean of the College*
	NANCY L. EAGLE B.S., M.A.	*Assistant Dean of the College*
	MARGARET L. CHAPMAN B.S., L.S., M.A.	*Director of the Library*
	THELMA ALBRIGHT A.B., M.A.	*Assistant Director of Continuing Education*
	HARRY C. BISER B.S., M.A.	*Director of Admissions and Financial Aid*
	CHERYL F. ABERNATHY A.B.	*Admissions Counselor*
	JEAN PETILLO A.B., M.Ed.	*Admissions Counselor*
	CATHERINE S. ST. CLAIR B.A., M.A.	*Admissions Counselor*
	ELISE McC. BARKSDALE B.A.	*Registrar*
	DONNA J. NEWELL	*Assistant to Registrar*



Student Services	Diane Del Pizzo B.S., M.A.	*Dean of Students*
	Paul O'Bar, M.D.	*College Physician*
	Virginia G. Cartlidge, R. N.	*Head Nurse*
	Methlee C. Goodloe, R.N.	*Nurses*
	Ruth P. Pierce, R.N.	
	Coma Rayburn, R.N.	
	Sidney Welton, R.N.	
	Verna H. Wilkinson, R.N.	
Business Management	George S. Kilner B.S.	*Treasurer and Business Manager*
	Donald D. McNeill	*Assistant Treasurer*
	Dorothy A. Wentz	*Bookkeeper*
	Jane B. Jordan	*Cashier*
	Martin F. Kaelke	*General Superintendent of Maintenance*
	Nyle Gentry	*Saga Food Director*
	Ruth Hardin	*Superintendent of Residence Halls*
Development	Raymond B. Hoxeng B.A., Ph.D.	*Director of Development*
	Mildred L. Miscally A.B., M.A.	*Director of Publications and Placement*
	Ramona H. Hall A.B., M.A.	*Director of Public Information*
	Anne S. Caldwell A.B.	*Director of Alumnae Affairs*
	David L. Pate	*Printer*
	Elizabeth H. Adkins	*Addressograph Operator*

Secretaries	Helen M. Barto	*Business Office*
	Barbara E. Crisp	*Dean's Office*
	Daphne W. Field	*Admissions Office*
	Gertrude G. Gill, B.S.	*Dean of Students' Office*
	Katherine L. Goodland	*Development Office*
	Kathleen N. Gurley	*Continuing Education Office*
	Marian F. Henderson	*Faculty*
	Jeanette B. Hodges	*Music Faculty*
	Bette W. Honeycutt	*President's Office*
	Mary L. Kowalsky	*Admissions Office*
	Margaret N. Maultsby	*Publications and Placement Office*
	Jean Robinson, A.B.	*Alumnae Office*
	Mildred M. Vessell	*Maintenance Department*
PBX Operators	Veronica M. Noetling	
	Willie E. Rayfield	
Post Office	Thomas O. Squires, Jr.	
Resident Counselors	Lorena A. Goeller	
	Carrie B. Green	
	Myrtice B. Jones	
	Mary C. Tinsley	
	Bryte W. Tison, R.N.	





FACULTY

Date following name and title indicates the year of initial appointment to the faculty of Queens College.

Administrators with Faculty Rank

ALFRED O. CANON, *Professor of Political Science and Dean of the College* 1970
B.A., Southwestern at Memphis; M.A., Ph.D., Duke University

MARGARET L. CHAPMAN, *Director of Library* 1971
A.B., Greensboro College; M.A., B.S.L.S., University of North Carolina at Chapel Hill

DIANE DEL PIZZO, *Dean of Students* 1971
B.S., University of Missouri; M.A., Michigan State College

MILDRED L. MISCALLY, *Assistant Professor of Journalism and Director of Publications and Placement* 1946
A.B., M.A., University of Georgia

JOHN EDWIN SMYLIE, *President of the College* 1967
A.B., Washington University; B.D., Th.D., Princeton Theological Seminary

Full-Time Faculty

MARYLAND T. ANDERSON, *Assistant Professor of Sociology* 1968, 1971
B.S., Florida State University; M.A., Louisiana State University

GERALD P. BRADLEY, *Assistant Professor of Philosophy* 1970
B.A., M.A., LaSalle College; M.A., Ph.D., Northwestern University

CHARLES E. BREWER, JR., *Associate Professor of Economics* 1960
A.B., Princeton University

ROBERT W. CALDER, *Associate Professor of Music* 1970
B.S., Temple University; M.M., University of Michigan; D.Ed., Pennsylvania State University

JANICE C. COFFEY, *Assistant Professor of Biology* 1967
B.S., Appalachian State University; M.S., Ph.D., University of South Carolina

JANE F. CROSTHWAITE, *Instructor in English and Religion* 1969
A.B., Wake Forest University; A.M., Duke University

RICHARD F. CROWN, *Assistant Professor of Art* 1971

B.A., New York University; M.A., Indiana University; M.F.A., University of Massachusetts

RICHARD AKIN DAVIS, *Assistant Professor of History* 1966

A.B., Washington and Lee University

JOHN R. DIEBOLT, *Assistant Professor of Biology and Chemistry* 1971

A.B., M.S., Kansas State Teachers College

GORDON D. DUNCAN, *Professor of Chemistry* 1966

B.S., North Carolina State University at Raleigh; Ph.D., Cornell University

NANCY L. EAGLE, *Associate Professor of Music and Assistant Dean of the College* 1950

B.S., University of North Carolina at Greensboro; M.A., University of North Carolina at Chapel Hill

ALLEN D. EDWARDS, *Visiting Professor of Sociology* 1971

B.S., Western Michigan University; Ph.M., University of Wisconsin; Ph.D., Duke University

LLOYD JAMES ELLIOTT, *Professor of Economics* 1968
B.S., St. Mary's University; M.B.A., University of Houston; Ph.D., University of Texas

JACK H. FEHON, *Dana Professor of Biology* 1956
B.S., M.S., University of Florida; Ph.D., Florida State University

BERNARD A. FUSARO, *Dana Professor of Mathematics* 1967
B.A., Swarthmore College; M.A., Columbia University; Ph.D., University of Maryland

JUDITH TOWNSEND GATLIN, *Assistant Professor of English* 1968
A.B., Mary Washington College; M. A., Ph.D., University of Iowa

*ANN S. GEBHARDT, *Assistant Professor of Art* 1953
B.F.A., M.A., Ohio State University

MARY E. GOVER, *Instructor in Physical Education* 1970
B.S., Central Michigan College; M.A.T., Winthrop College

M. KEATING GRIFFISS, *Assistant Professor of Art* 1967
A.B., Sweet Briar College; M.S., University of Georgia

*CHARLES O. HADLEY, *Assistant Professor of English* 1955
A.B., Davidson College; M.A., University of North Carolina at Chapel Hill

MARIE J. HARGETT, *Assistant Professor of Music (Piano)* 1956
B.Mus., Greensboro College; M.Mus., Cincinnati Conservatory of Music

EDWIN REID HARRIS, *Professor of Psychology* 1968
A.B., Yale University; Ph.D., Purdue University

ANNE ANDREWS HINDMAN, *Assistant Professor of English (Drama)* 1971
B.A., Mary Washington College; M.A., University of Maryland

MARY C. HOPPER, *Assistant Professor of Foreign Languages (Spanish)* 1967
A.B., Georgia State College; M.A., University of Missouri

AGNES F. HOSTETTLER, *Assistant Professor of Foreign Languages (German)* 1963
A.B., Lenoir Rhyne College; M.A., Ph.D., Middlebury College

HUGHES B. HOYLE, JR., *Professor of Mathematics* 1945
A.B., M.A., Ph.D., University of North Carolina at Chapel Hill

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*On leave, 1971-1972

CLIVE FRANKLIN JACKS, JR., *Associate Professor of Religion* 1969

A.B., Emory University; B.D., Columbia Theological Seminary; Th.D., Union Theological Seminary

ALAN D. JACOBS, *Assistant Professor of History* 1968

A.B., Wheaton College; B.D., Gordon Theological Seminary; Ph.D., Emory University

ELEANOR LLOYD JENKINS, *Associate Professor of Mathematics* 1941

B.A., Queens College; M.A., University of North Carolina at Chapel Hill

MARJORIE T. KIRBY, *Associate Professor of Foreign Languages (Spanish)* 1962

A.B., Birmingham-Southern College; M.A., Ph.D., University of North Carolina at Chapel Hill

PATRICIA ANN KYLE, *Assistant Professor of Political Science* 1969

A.B., M.A., Indiana University

JOSEPH E. LAMMERS, *Assistant Professor of Music (Piano)* 1962

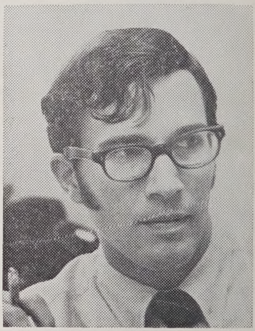
B.Mus., University of Alabama; M.Mus., Ph.D., Florida State University

W. GREG LANIER, *Assistant Professor of Psychology* 1968

A.B., Duke University; M.A., Kent State University; Ph.D., Emory University

CATHERINE SUE Y. LITTLE, *Instructor in English and History* 1969

A.B., M.A., Emory University



FRANCES E. LOPEZ, *Instructor in Foreign Languages (Spanish)* 1967
B.A., Lake Forest College; M.A., Middlebury College

JOHN D. MCCLANAHAN, *Associate Professor of Art* 1967
B.F.A., Bethany College; M.F.A., State University of Iowa

RUTH R. MAGHER, *Assistant Professor of Physical Education* 1947
B.S., University of North Carolina at Greensboro

VIRGINIA LORELLE MARTIN, *Assistant Professor of Biology* 1966
B.S., Wake Forest University; M.S., Ph.D., Emory University

EMORY HOUSTON MASON, JR., *Associate Professor of Education* 1965
A.B., Catawba College; M.A., Appalachian State University; Ph.D., Duke University

MALINDA MAXFIELD, *Associate Professor of English* 1965
B.A., Ph.D., Vanderbilt University

ALBERT R. MAY, *Professor of Music (Voice)* 1960
Boston University College of Music; Juilliard School of Music

YANCEY LEONARD MEDLIN, *Professor of Education* 1962
A.B., M.Ed., Ph.D., University of North Carolina at Chapel Hill

JOHN D. MORRISON, *Associate Professor of Music (Organ)* 1947
B.Mus., M.Mus., Northwestern University; A.A.G.O.

*PAUL B. NEWMAN, *Professor of English* 1963
B.S., M.A., Ph.D., University of Chicago; M.F.A., University of Iowa

JIMMIE C. OATES, *Professor of Physics* 1962
B.S., Memphis State University; M.S., Ph.D., Vanderbilt University

PHYLLIS A. PHARR, *Assistant Professor of Physical Education* 1964
B.S., Appalachian State University; M.Ed., University of North Carolina at Chapel Hill

NORRIS W. PREYER, *Dana Professor of History* 1957
A.B., University of North Carolina at Chapel Hill; M.A., Ph.D., University of Virginia

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*On leave, Term III, 1971-1972

RICHARD W. REICHARD, *Dana Professor of History* 1969
A.B., Lafayette College; M.A., Ph.D., Harvard University

CHARLES DEWEY HILLES REYNOLDS, *Assistant Professor of English* 1968
A.B., Williams College; M.A., University of Chicago

CAROLINE GORDON RICHARDSON, *Assistant Professor of Foreign Languages (French)* 1950
A.B., Winthrop College; M.A., University of South Carolina

GEORGE A. SHEALY, *Professor of Art* 1960
Indiana University; Chicago Art Institute; Bell School of Art; Oxbow School of Painting

JOYCE HAYES SHEALY, *Professor of Psychology* 1959
A.B., M.A., University of South Carolina; M.A., Ohio State University; Ph.D., University of North Carolina at Chapel Hill

JAMES D. SHUMAKER, *Associate Professor of Philosophy* 1970
A.B., Pfeiffer College; M.A., Ph.D., Florida State University

ALEO G. SICA, *Assistant Professor of Music (Violin)* 1969
B.Mus., B.Mus.Ed., College of Wooster; M.Mus.Ed., Virginia Commonwealth University

MARY THOMAS SMITH, *Assistant Professor of Education* 1962
A.B., M.A., East Carolina University

GEORGE A. STEGNER, *Dana Professor of Music (Piano)* 1955
B.S., Miami University (Oxford, Ohio); B.Mus., M.Mus., Cincinnati Conservatory; D.F.A., Chicago Musical College

DAVID VERNON SYFERT, *Assistant Professor of Political Science* 1968
B.A., Cornell College; M.A., Michigan State University

AVERAL T. TRIMBLE, JR., *Professor of Chemistry* 1965
B.S., M.S., Georgia Institute of Technology; Ph.D., University of Wisconsin

CYNTHIA H. TYSON, *Assistant Professor of English* 1969
M.A., Ph.D., University of Leeds (England)

EDMUND T. WEIANT, *Z. Smith Reynolds Professor of Foreign Languages (Russian)* 1959
A.B., Cornell University; Ph.D., Universitat Basel (Switzerland)

SARAH M. WEST, *Assistant Professor of Secretarial Practice* 1947
B.S., Winthrop College; M.R.E., Woman's Missionary Training School (Louisville)

William Warren Womble, *Instructor in Foreign Languages (French)* 1968
B.S., Davidson College; M.A., University of North Carolina at Chapel Hill

Elizabeth G. Wright, *Professor of Religion* 1961
A.B., Wilson College; B.C.S., Rider College; B.D., Yale Divinity School; Ph.D., Yale University

Part-Time Faculty

James W. Clay, *Visiting Associate Professor in Geography* 1967
B.S., M.A., Marshall University; Ph.D., University of North Carolina at Chapel Hill

Marian S. McDonald, *Instructor in Sociology* 1970
B.S., M.S.W., Virginia Commonwealth University

Robert H. Williams, *Assistant Professor of Art* 1971
A.B., M.A., University of North Carolina at Chapel Hill

Librarians with Faculty Rank

Mary P. Raines, *Head of Cataloging Department* 1962
A.B., High Point College; B.S. in L.S., University of North Carolina at Chapel Hill

Nellie W. Maret, *Assistant Cataloger* 1968
B.C.S., Georgia State College; M.L.S., George Peabody College for Teachers

Suzanne S. Davis, *Reference-Circulation Librarian* 1969
A.B., University of Oklahoma; M.L.S., University of Illinois

Library Staff

Sallie B. Brody, *Library Assistant*

Margaret K. Dudley, *Catalog Assistant*

Katherine I. Jenkins, *Library Assistant*

Raja T. Kouri, *Library Clerk*

. . . .

Departmental Assistant

Sally Coleman Innes, *Departmental Assistant in Nursing Education* 1971
B.A., Queens College

PROFESSORS EMERITI

ETHEL M. ABERNETHY, *Professor Emeritus of Psychology*
A.B., Duke University; M.A., Ph.D., University of Chicago; D.Sc., Queens College

THELMA ALBRIGHT, *Associate Professor Emeritus of English*
A.B., Greensboro College; M.A., Duke University

ROBERTA T. S. CHALMERS, *Associate Professor Emeritus of English*
A.B., D.Litt., Mount Holyoke College; M.A., Radcliffe College; B.Litt., Oxford University (England); D.Litt., Kenyon College

SARAH IRENE DUNLAP, *Assistant Professor Emeritus of Home Economics*
B.S., M.A., Winthrop College

RENA C. HARRELL, *Librarian Emeritus*
B.A., Queens College; M.A., University of North Carolina at Chapel Hill; A.B. in L.S., Emory University

MILDRED MORSE MCEWEN, *Professor Emeritus of Chemistry*
B.A., Queens College; A.B., M.A., Ph.D., University of North Carolina at Chapel Hill

ELSIE STOKES MOSELEY, *Assistant Professor Emeritus of Music*
National Conservatory of New York

SARAH MCKEE NOOE, *Professor Emeritus of Biology*
B.S., Meredith College; M.A., Columbia University

MARY LEE TAYLOR, *Associate Professor Emeritus of Religion*
A.B., Salem College; M.R.E., The Biblical Seminary, New York

LAURA A. TILLETT, *Professor Emeritus of English*
A.B., Duke University; M.A., Columbia University

ALUMNAE ASSOCIATION OFFICERS 1971-1972

Mrs. John D. Elliot, *President*

Mrs. Beaumert Whitton, *First Vice-President*

Mrs. J. A. Wells, *Second Vice-President*

Mrs. W. D. Hampton, *Secretary*

Mrs. R. Malloy McKeithan, *General Fund Chairman*

Mrs. John D. Elliot

DEGREES CONFERRED 1971

Honorary

Charlotte Abbott Kelly, *Doctor of Science*

Bachelor of Music

Emily Alice Albritton
magna cum laude
Esther Rebecca Bullard
Joyce Ketchie Carr
Kathryn Phillips Stephenson
Sallie Trippe Whalen

Bachelor of Arts

Shirley Elizabeth Aberle
Diane Dorsett Anderson
Susan Elizabeth Arnold
Sara Glenn Barfield
Marian Louise Bates
Virginia Parham Berryman
Martha Ellen Bishop
Karen Elizabeth Bittenbring
Annie Katrina Black
Elizabeth Norris Breazeale
Kathryn Leigh Broadway
Lila Byrd Brown
Susan Menk Cabell
Susan Sinclair Cacchioli
Emily Anna Callaham
Patricia Ann Campbell
Jeffrey Eppleye Carr
Teresa Campbell Caton
Ann Dryden Clark
Kim Montgomery Clark
Christie Jene Cobourn
Sally Coleman
Karen Elizabeth Conway
Paula Miller Copenhaver
Ann Marie Costan
Laura Debard Currie
Patricia Anne Dwyer
Julia Thoben Ferrill
Kathryn Anne Fetter
Mary Kathryn Flannagan
Harriette Hodge Fulton
Delia Sutherland Gaffney
Cynthia Gayle Gourley
Jacqueline Segar Epes Gravatt
Gayle Velva Green
Mary Sue Groover
Nancy Louise Gurley
Anne Michele Guthier
Elizabeth McKee Hansel
Harriet Erwin Hart
magna cum laude
Linda Hudson Hassett
Marcia Lee Heckman
Charlotte Catherine Henson
Mary Ann Hester
Ruth Lee Hill
Karen Marie Hoarty
Elizabeth Wentworth Hodgdon
Mary Henrietta Holliday
Cathy Lynn Horne
Linda Stevens Hostetter
Harriet Elizabeth Hudson
cum laude
Barbara Jeanne Hunt
Mary Jane Hunter
Mary Powell Johnson
Nancy Ann Jones
Laura Ann Kirkland
Beth Wright Lawson
Sheryl Lynne Leverett
summa cum laude
Elizabeth Worthington Lieblich
Nancy Elizabeth Lindley
Frances Robin Lindsey
Carroll Bowers Lineberger
Terry Sims McGehee
Marian Elizabeth McGregor
Virginia Joyce McKey
Cynthia Love McMillon

Angie Lee Malone
magna cum laude
Janet Len Martin
Margaret Starr Milroy
Ridie Coleman Moon
Linda Jean Moorman
Mildred Brett Morris
Sally Boyd Muench
Deborah Lynn Myers
Azucena Ocampos
Mary Catherine Parks
Margaret Marie Parkins
Juanita Annette Paul
Mary Bell Peterson
Elizabeth Louise Pilcher
Mildred McCalla Poe
Peyton Ann Potter
Dale Allison Pratt
Julieann Pristash
Melissa Ellen Reese
Elizabeth Anne Rennolds
Claire Wenzel Roberts
Elizabeth Stuart Ross
Mary Adams Rybolt
Susan Lee Schaeffer
Elizabeth Lisle Schmidt
Elizabeth Wilson Seay
Barbara Woodson Seely
Laura Ann Sharpe
Mary Brown Shaw
Elizabeth Brown Sheffield
Mary Elizabeth Shelley
Rebecca Beverly Shuford
Susan Walker Siewers
Gayle Joanne Singer
Carol Riley Sizemore
cum laude
Dora-Weston Spady
Terry Michele Spessard
*Martha Jennett Talley
Kathy Moody Thurber
Cecelia Joanne Tily
Donna Sue Turner
Marsha Turner
Eliza Whaley Van Horn
Sally Lynn Via
Marilyn Elizabeth Vogt
Sara Marie Walker
Brenda Gail Waller
Karen Irene Warder
Margaret Donnell Watkins
Betsy Vaneita Way
Ann Leslie Webb
Anne Elizabeth Williams
Marilyn Williams
Judith Hayes Womack
Lucy Chadbourn Worth
Michaelle Elizabeth Wrisley

**With Honors Thesis: "The Motives of the North Carolina Suffragists, 1913-1920"*

HONORS AND AWARDS 1970-1971

College Marshals

Marilyn Josephine Roberts
Chief Marshal
Winifred Rader Hollis
Carolyn Jane Hoskins
Patricia Elise Morgan
Elizabeth Parker Shaw
Katherine Leigh McKee
Brenda Gail Weant
Susan Yvonne Byers
Marsha Ethel Moss

Sullivan Awards

Beth Wright Lawson
Irwin Belk

Who's Who in American Universities and Colleges

Shirley Elizabeth Aberle
Emily Alice Albritton
Susan Elizabeth Arnold
Elizabeth Norris Breazeale
Susan Sinclair Cacchioli
Jacqueline Segar Epes Gravatt
Ruth Lee Hill
Sheryl Lynne Leverett
Frances Robin Lindsey
Julieann Pristash
Melissa Ellen Reese
Claire Wentzel Roberts
Elizabeth Lisle Schmidt
Sallie Trippe Whalen

Elected to Sigma Upsilon

Alma Gayle Adcock
Marcia Antoinette Cooke
Mary Virginia Crow
Mary Sadler Foster
Linda Hudson Hassett
Marsha Ethel Moss
Martha Jennett Talley
Deborah Scott Williams

Elected to Delta Omicron

Emily Alice Albritton
Joyce Ketchie Carr
Teresa Campbell Caton
Julia Ellen Crowther
Sylvia Rae Estes
Betty Frances Floyd
Jo Anna Huffstetler
Marilyn Josephine Roberts
Mary Elizabeth Shelley
Mary Elizabeth Smellie
Dora-Weston Spady

Faculty Award 1970-71

Edmund T. Weiant

Queens Scholars 1970-71

Margaret Garland Bagnal
Claudia Gay Blouin
Mary Susan Brady
Patricia Lynn Elliott
Winifred Rader Hollis
Carolyn Jane Hoskins
Mary Anne Lackey
Jamie Hudson McGuire
Helen Robinson Moore
Patricia Elise Morgan
Julia Alexander Propst
Janet Delane Reece
Donna Sue Sears
Elizabeth Parker Shaw
Jeanice Susan Towson
Julia Stickney Worth
Martha Ruth Wright

Dana Scholars 1970-71

SOPHOMORES

Susan MacPherson Coblentz
Virginia Reed Crook
Jacquelyn Elizabeth De Berry
Marcia Vance Duncan
Mary Eleanor Eaddy
Rebecca Marion Hodges
Virginia Lewis McIntyre
Katherine Leigh McKee
Nadia Rasheed
Amanda Elizabeth Templeton
Lenora Muldrow Tubbs
Diane Tuttle Upchurch
Brenda Gail Weant
June Allison Wilson

JUNIORS

Susan Yvonne Byers
Martha Sherwood McGeachy
Margaret L. McNeely
Melanie Merriam
Marsha Ethel Moss
Harriet Anne New
Marilyn Josephine Roberts
Jean Catherine Robinette

SENIORS

Emily Alice Albritton
Susan Elizabeth Arnold
Annie Katrina Black
Teresa Campbell Caton
Delia Sutherland Gaffney
Harriet Hart
Karen Marie Hoarty
Harriet Erwin Hudson
Sheryl Lynne Leverett
Virginia Joyce McKey
Angie Lee Malone
Juanita Annette Paul
Peyton Ann Potter
Julieann Pristash
Martha Jennett Talley
Marsha Sue Turner
Sara Marie Walker
Sallie Trippe Whalen

SUMMARY OF ENROLLMENT

1970-71	Senior Class	127
	Junior Class	109
	Sophomore Class	181
	Freshman Class	227
	Non-degree	14
	Total	658

GEOGRAPHICAL DISTRIBUTION OF STUDENTS

1970-71	Alabama	10
	Arkansas	7
	California	3
	Connecticut	6
	Delaware	1
	District of Columbia	2
	Florida	64
	Georgia	122
	Indiana	1
	Kentucky	9
	Louisiana	4
	Maryland	13
	Massachusetts	3
	Michigan	1
	Mississippi	4
	New Hampshire	1
	New Jersey	11
	New York	7
	North Carolina	147
	Ohio	7
	Pennsylvania	21
	South Carolina	100
	Tennessee	23
	Texas	8
	Utah	1
	Virginia	67
	West Virginia	12
	U.S. Citizen living abroad	1
	Paraguay	1
	Thailand	1
	TOTAL	658

CALENDAR FOR 1971-72

1971				
Regular Session Term I (Fall)	September	8	Wednesday	Freshmen and transfer students arrive Orientation for new students (Sept. 8-10)
	September	9	Thursday	Residence halls open for returning students
	September	11	Saturday	Registration
	September	13	Monday	Classes begin
	November	23	Tuesday	5:00 p.m. Thanksgiving recess begins
	November	29	Monday	8:00 a.m. Classes resume
	December	8	Wednesday	Classes end
	December	9	Thursday	Reading Day
	December	10	Friday	Examinations begin
	December	16	Thursday	Examinations end
1972				
Term II (Winter)	January	5	Wednesday	Classes begin
	February	1	Tuesday	Classes end
Term III (Spring)	February	7	Monday	Registration
	February	8	Tuesday	Classes begin
	March	30	Thursday	5:00 p.m. Spring recess begins
	April	10	Monday	8:00 a.m. Classes resume
	May	11	Thursday	Classes end
	May	12	Friday	Reading Day
	May	13	Saturday	Examinations begin
	May	19	Friday	Examinations end
	May	21	Sunday	Baccalaureate Service Commencement Convocation

TENTATIVE CALENDAR FOR 1972-73

1972				
Regular Session Term I (Fall)	September	6	Wednesday	Freshmen and transfer students arrive
	September	7	Thursday	Residence halls open for returning students
	September	8	Friday	Registration
	September	11	Monday	Classes begin
	November	21	Tuesday	5:00 p.m. Thanksgiving recess begins
	November	27	Monday	8:00 a.m. Classes resume
	December	6	Wednesday	Classes end
	December	7	Thursday	Reading Day
	December	8	Friday	Examinations begin
	December	14	Thursday	Examinations end
1973				
Term II	January	3	Wednesday	Classes begin
(Winter)	January	30	Tuesday	Classes end
Term III (Spring)	February	5	Monday	Registration
	February	6	Tuesday	Classes begin
	March	16	Friday	5:00 p.m. Spring recess begins
	March	26	Monday	8:00 a.m. Classes resume
	April	19	Thursday	5:00 p.m. Easter recess begins
	April	24	Tuesday	8:00 a.m. Classes resume
	May	9	Wednesday	Classes end
	May	10	Thursday	Reading Day
	May	11	Friday	Examinations begin
	May	17	Thursday	Examinations end
	May	20	Sunday	Baccalaureate Service Commencement Convocation

1971

AUGUST

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1972

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1973

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APPLICATION FOR ADMISSION TO QUEENS COLLEGE

(Print or type)

Name ______________________ Your Birth Date ______
Last First Middle

Check (√) one: Resident Student ____ Commuting Student ____ Date of expected entrance ______

High School Graduation (month and year) ______

High School ______ Address ______
Street City State

H. S. Counselor ______ Date you will (have taken) take SAT ______

College(s) attended ______

Dates ______

Are you applying for financial aid? ____ Have you submitted the Parents' Confidential Statement to the College Scholarship Service? ____

Name of father (or guardian) ______ (Indicate if deceased) ______

Name of mother (or guardian) ______ ______

Do not write here

No. ______ Tr ______
I ______ CV ______
Act ______
Wd ______ Pd ______

(Please do not fill line below)

Name ______
Last First Middle

Your Address ______ Phone ______
Street
City State Zip Code

APPLICATION TO QUEENS COLLEGE

For session beginning ______ Date of application ______
Month Year

Name of Applicant ______

I am familiar with the financial obligations as stated in the current catalogue and approve of this application. I enclose the applicatio fee of $15 which is a service charge and is non-refundable. I am financially responsible for the applicant.

Signed ______ Relationship to applicant ______

Home Address ______

Business Address ______

Mail entire application form to: Director of Admissions, Queens College, Charlotte, N. C. 28207. Make check payable to Queens Colleg